Renewal Petition Application for
James Jordan Middle School
CDS Number:
19-64733-010988401
Date of Submission
July 17, 2014

Executive Director, Myranda S. Marsh, Ed.D.
Lead Petitioner
Ms. Maria N. Alvarado, MA. Ed.
Principal
Ms. Maggie Malone, MA. Ed.
On-Site Financial Manager

Board Officers
John D. Stoneburner
President
Jessica LaBarbera
Secretary
Fathia Macauley
Treasurer
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Assurances and Affirmations

James Jordan Middle School (hereinafter “JJMS” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Except for existing students of the charter school, JJMS shall determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- 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 the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

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

*Charter Renewal*

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

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

- The Charter School has exceeded its API growth target in the prior year and in two of the last three years both schoolwide and for all groups of pupils served by the Charter School. (Education Code Section 47607(b)(1))

<table>
<thead>
<tr>
<th>Year</th>
<th>API Growth Score</th>
<th>API Growth Target</th>
<th>Actual Growth</th>
<th>Met Growth Target Schoolwide and Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>792</td>
<td>5</td>
<td>+8</td>
<td>Yes</td>
</tr>
<tr>
<td>2012</td>
<td>765</td>
<td>5</td>
<td>+19</td>
<td>No</td>
</tr>
<tr>
<td>2011</td>
<td>747</td>
<td>5</td>
<td>+47</td>
<td>Yes</td>
</tr>
<tr>
<td>2010</td>
<td>700</td>
<td>5</td>
<td>-15</td>
<td>No</td>
</tr>
<tr>
<td>2009</td>
<td>732</td>
<td>5</td>
<td>+26</td>
<td>No</td>
</tr>
</tbody>
</table>

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API in the prior year and in two of the last three years. (Education Code Section 47607(b)(2))

<table>
<thead>
<tr>
<th>Year</th>
<th>Statewide Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>5</td>
</tr>
<tr>
<td>2012</td>
<td>5</td>
</tr>
<tr>
<td>2011</td>
<td>4</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
</tr>
</tbody>
</table>

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year and in two of the last three years. (Education Code Section 47607(b)(3))

<table>
<thead>
<tr>
<th>Year</th>
<th>Similar Schools Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>8</td>
</tr>
<tr>
<td>2012</td>
<td>8</td>
</tr>
<tr>
<td>2011</td>
<td>8</td>
</tr>
<tr>
<td>2010</td>
<td>6</td>
</tr>
<tr>
<td>2009</td>
<td>6</td>
</tr>
</tbody>
</table>

Therefore, the Charter School has exceeded the minimum criteria for renewal by meeting not one but three of the possible criteria.

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Element 1 – The Educational Program

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

“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)(ii).

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

GENERAL INFORMATION

- **The contact person** for James Jordan Middle School is Dr. Myranda S. Marsh.

- **The contact address** for James Jordan Middle School is:
  
P.O. box 3290  
Winnetka, CA 91396-3290

- **The contact phone number** for James Jordan Middle School is 818-882-2496.

- **The proposed address** or target community of James Jordan Middle School is 7911 Winnetka Ave, Winnetka CA, 91306 which is located in Los Angeles Unified School District (“LAUSD” or “District”)  
  Board District 3 and Educational Service Center North.

- **The term of this charter** shall be from July 1, 2015 to June 30, 2020.

- **The grade configuration** of Charter School is 6, 7, and 8.

- **The number of students** in the first year will be 370.

- **The grade level(s)** of the students in the first year will be 6, 7, 8.

- **The scheduled opening date** (post renewal) of Charter School is August 17, 2015.

- **The enrollment capacity** is a maximum of 400.

- **The type of instructional calendar** will be: traditional August to June.
- **The bell schedule** for Charter School will be:
  Monday through Thursday; 8:15 to 3:30.
  Friday 8:15 to 1:00pm
  Please see Element 1 for greater detail
LOCAL CONTROL AND ACCOUNTABILITY PLAN

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education as it may be changed from time to time. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

ENGLISH LEARNERS

James Jordan Middle School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), James Jordan Middle School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
• How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

James Jordan Middle School shall provide to the CSD an annual report of its EL program assessment. Upon request, James Jordan Middle School shall provide a copy of its current EL Master Plan to the CSD.

James Jordan Middle School shall administer the CELDT annually in accordance with federal and state requirements. Charter School shall reclassify English Learners in accordance with federal and state requirements.

James Jordan Middle School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

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

Special Education Program
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services.

Prior to LAUSD Board of Education approval, James Jordan Middle School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and James Jordan Middle School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth
the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

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

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

- **End of Year Suspension.**
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data – Preliminary and Final. (Including Charter Schools)**
  The usual file including District ID.

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

- **CBEDS – (Including Charter Schools)**

- **All Students enrolled December 1**
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
● Dropout (Including Charter Schools)

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

● Monthly SESAC and Suspension data (Including Charter Schools)

● Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSIS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSIS, the list of required data above will automatically be captured within MiSIS.

THE EDUCATIONAL PROGRAM

Community Need for Charter School

The purpose of all charter schools is to provide parents with choices about what style of public school their child will attend. We have grown in size from an enrollment of 79 students in 2005-6 to an expected enrollment of 370 in 2014-15. Even with this expansion, we have a waiting list for every grade level. The parents in this community want their children to attend JJMS.

JJMS provides an academic environment superior to other public schools in the community. Charter schools offer more than academic achievement, but that is one of the most essential reasons for a charter school to exist. Please refer to the Surrounding Schools data chart below for quantifiable justification for our claim that James Jordan Middle School provides parents with a school that outperforms local schools in almost every measure.

● Our similar schools ranking is an 8 which is only equaled by one other middle school in the area, and that school has a lower API than JJMS.
● We met our subgroup growth goals in 2013 and none of the District or charter middle schools met all of theirs.
● With the exception of a school with more than 25% highly gifted students, JJMS has the highest statewide API rank in the area.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

This matrix includes schools in a 2 mile radius from 7911 Winnetka Ave, Winnetka, CA 91306.

● 3 Year API average is from the recently released 3-year API report on www.cde.ca.gov.
All other data is from the school's 2013 Growth API report on www.cde.ca.gov.

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2012-13</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% [Major Ethnicity #1]</th>
<th>% [Major Ethnicity #2]</th>
<th>% [Major Ethnicity #3]</th>
<th>2012-13 Growth API</th>
<th>2012-13 API Statewide Rank</th>
<th>2012-13 API Similar Schools Rank</th>
<th>3 year weighted Average API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sutter</td>
<td>1221</td>
<td>100</td>
<td>19</td>
<td>18</td>
<td>H/L 83%</td>
<td>As 6%</td>
<td>B/AA 5%</td>
<td>764</td>
<td>4</td>
<td>8</td>
<td>743</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Columbus</td>
<td>763</td>
<td>100</td>
<td>16</td>
<td>23</td>
<td>H/L 80%</td>
<td>Wh 8%</td>
<td>As 5%</td>
<td>698</td>
<td>1</td>
<td>3</td>
<td>705</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Lawrence</td>
<td>1491</td>
<td>60</td>
<td>11</td>
<td>10</td>
<td>H/L 52%</td>
<td>As 17%</td>
<td>Wh 17%</td>
<td>811</td>
<td>6</td>
<td>4</td>
<td>809</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Woodland Hills Acad.</td>
<td>1118</td>
<td>59</td>
<td>13</td>
<td>11</td>
<td>H/L 52%</td>
<td>Wh 25%</td>
<td>B/AA 13%</td>
<td>789</td>
<td>5</td>
<td>4</td>
<td>783</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JJMS</td>
<td>259</td>
<td>92%</td>
<td>19%</td>
<td>20%</td>
<td>H/L 89%</td>
<td>B/AA 3%</td>
<td>Wh 3%</td>
<td>792</td>
<td>5</td>
<td>8</td>
<td>769</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Multicultural Learning Ctr</td>
<td>K-8</td>
<td>58%</td>
<td>16%</td>
<td>26%</td>
<td>H/L 77%</td>
<td>Wh 13%</td>
<td>B/AA 6%</td>
<td>791</td>
<td>4</td>
<td>3</td>
<td>786</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Ingenium MS</td>
<td>185</td>
<td>78%</td>
<td>5%</td>
<td>15%</td>
<td>H/L 67%</td>
<td>Wh 9%</td>
<td>B/AA 6%</td>
<td>773</td>
<td>4</td>
<td>1</td>
<td>792</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

**SUBGROUPS**

Recent legislation that calls for progress of all subgoups emphasizes the importance of JAMS in the community. Even a comparison to Lawrence MS, which has a higher schoolwide API, demonstrates that for Students with Disabilities and English Learners, JJMS provides a stronger program.

The following 3 Year API average is from the recently released 3-year API report on www.cde.ca.gov

<table>
<thead>
<tr>
<th>School</th>
<th>SES 3yr</th>
<th>EL 3yr</th>
<th>SWD 3 yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAMES JORDAN MIDDLE SCHOOL (4% gifted 92% low SES)</td>
<td>763</td>
<td>712</td>
<td>656</td>
</tr>
<tr>
<td>Sutter Middle School (14% gifted, 100% low SES)</td>
<td>742</td>
<td>646</td>
<td>536</td>
</tr>
<tr>
<td>Columbus Middle School (17% gifted, 100% low SES)</td>
<td>705</td>
<td>613</td>
<td>477</td>
</tr>
<tr>
<td>Lawrence Middle School (32% gifted 60% low SES)</td>
<td>758</td>
<td>640</td>
<td>552</td>
</tr>
</tbody>
</table>

**SUCCESS BEYOND TEST SCORES**

Our annual Parent and Student Surveys give us a basis for why we believe that JJMS meets the needs of the community we serve. According to the survey, students feel that in comparison to other schools they have attended they find that JJMS does a better job in having a safer campus, providing help for struggling students, doing something about bullying, providing greater rewards for achievement, having teacher that clearly want students to succeed and in Page 12 of 184
sending the constant message that all students should attend a four-year university. Parent surveys say that in comparison to previous schools that their child has attended JJMS does a better job of creating a safe campus, encouraging parent participation at school, providing information about their child, and helping their student to learn.

Positive School Climate

JJMS has an extraordinary school climate. We have the highest expectations for student behavior and the annual surveys of parents and students show that they feel safe, less likely to be bullied and encouraged to succeed. Visitors to our campus often remark with surprise that our students are unusually friendly and polite.

Parents frequently praise what they call our "strict" approach to responding to unacceptable student behavior. On April 6, 2014, a coordinator for the LAUSD Charter School Division offered the following praise to JJMS in writing regarding their suspension rates "Your school is doing EXCEPTIONALLY well in that area as well. I would like to share with the IM [Independent Monitor] what you have in place to attain such results. If you could share a couple of things with me that I could then share, I would be most grateful. Also, would you mind if we share with some schools that are not doing as well, that they could get in touch with Jordan for ideas? I think we should share the promising practices that you all are engaged in."

Support for Academic Success

JJMS has a remarkable range of support for students and families. Parents of Students with Disabilities are particularly enthusiastic in their praise for our variety of services.

We provide additional support for all students in the form of Saturday School, Winter and Spring Intersession, Summer School, After school programming, and weekly tutoring with the core instructors.

Enrichment programs

We provide a variety of enrichment opportunities. Our Honors sections have specialized project-based learning opportunities and quarterly enrichment events such as Pirate Math Day. All students are eligible for an array of academic field trips including tours of local college campuses.

STUDENT POPULATION TO BE SERVED

James Jordan Middle School is a site-based middle school serving students in grades six through eight. We intend to grow to a maximum enrollment of 390 students. Or the capacity cited by the Certificated of

The primary targets of recruitment for James Jordan Middle School are the students who are legally entitled to enrollment at a different school due to the underperformance of their traditional school of residence. Our school's API has consistently been higher than that of the schools our students would have attended if JJMS did not exist.
Recruiting at-risk students is a priority for JJMS. We have clearly been successful as more than 90% of our enrolled students are low-income and/or Title I eligible. While many charter schools are criticized for neglecting their duty to search and serve students with Special Needs, JJMS has a percentage of students in Special Education programs that exceeds the percentage found at the local LAUSD schools. Our most recent CDE report shows 20% of our students are English Learners, with an additional 45% being Redesignated Fluent English Proficient students.

To reach our target population, we have formed good relations with local elementary schools including Winnetka Elementary, Limerick Elementary, Sunny Brae Elementary, and Calahan Elementary. In order to insure smooth transition of services we have attended IEP meetings for incoming 5th grade students at several of the local district schools. We hold orientation meetings January through May that are advertised in low-income neighborhoods and at various district schools. Outreach flyers and informational sheets that are being distributed include Spanish language versions and include a phone number that provides access to a Spanish-speaking staff member for further questions.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2018-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>135</td>
</tr>
<tr>
<td>7</td>
<td>130</td>
<td>130</td>
<td>135</td>
<td>135</td>
<td>135</td>
</tr>
<tr>
<td>8</td>
<td>105</td>
<td>105</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>370</td>
<td>370</td>
<td>390</td>
<td>390</td>
<td>390</td>
</tr>
</tbody>
</table>

**GOALS AND PHILOSOPHY**

**JJMS Mission Statement**

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

**VISION:**

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

**AN EDUCATED PERSON IN THE 21ST CENTURY**

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

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

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

The learning environment at JJMS is designed to meet the needs of a diverse student body that includes a minority-majority student population drawn from economically disadvantaged homes as defined by the Federal free and reduced price lunch program. The learning environment at JJMS is designed with the elements recommended by Effective School research (Sadovnick, Cookson & Semel, 2001). The following is a list of the elements of successful schools from the Effective Schools research and the structural components that we have instituted on campus to insure that characteristic is created at JJMS.

<table>
<thead>
<tr>
<th>QUALITY OF EFFECTIVE SCHOOL</th>
<th>STATEMENT OF VALUE/BELIEF/PHILOSOPHY</th>
<th>STRUCTURAL COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Mission</td>
<td><strong>JJMS Mission Statement:</strong> James Jordan Middle School prepares students to meet the highest standards of personal character and develop the skills and self-efficacy necessary for successful completion of the A-G requirements in high school, with a plan for enrollment at a four-year college, entry into a productive career, and an active membership in their community.</td>
<td>• Credential required for the Discipline Coordinator to insure instruction continues when a student needs to be out of the classroom for behavior modification.</td>
</tr>
<tr>
<td>Safe, Orderly Environment</td>
<td>Relationships of trust and respect are built between parents, teachers and students. By keeping overall enrollment small, the school has a feel of a small community. Our students face many challenges outside of school that may make the structured format of a classroom unworkable on occasional days when their affective domain is under exceptional stress. We will survey students and parents to insure that we are constantly aware of their feelings and concerns.</td>
<td>• FEMA training completed and extensive Emergency response program on file. • A variety of written policies and daily rituals help socialize students into a culture of respect. • Character development embedded in core curriculum • Strict enforcement of the uniform code. • Annual events for development of ethical culture include Anti-</td>
</tr>
<tr>
<td>Strong Instructional Leadership</td>
<td>Bullying Day, moral dilemma table tops, Heritage Days, awards for outstanding character/behavior.</td>
<td></td>
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<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>- Close partnership with local police, particularly the juvenile officers.</td>
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</tr>
</tbody>
</table>

A highly qualified principal will facilitate the establishment of a rigorous curriculum and assessment framework each year. Faculty will have 3 hours of professional development built into the regular school week schedule. That weekly time will follow the conceptual framework of Backwards Design to structure collaborative lesson planning and common assessments. Peer observation, data driven decision-making and are used to insure that the conceptual framework is being carried into the classrooms. The Principal and Assistant Principal will annually facilitate several rounds of Lesson Study using the protocols developed at Teachers College, Columbia.

Teachers are provided with training and then consistent cycles of feedback to improve their instruction.

- August Professional Development includes 2 weeks of structured workshops and collaborative planning by all faculty

- Lead Teacher is elected by faculty to coordinate administrative and faculty priorities in use of weekly full faculty collaborative professional development time (3 hours per week).

- Teachers and Principal select a research-based book for a thematic core to professional development: recent choices include *Classroom Instruction that Works* by R. Marzano, *When Kids Can’t Read, What Teachers Can Do* by K. Beers.

- Mentors are assigned to all 1st and 2nd year teachers in addition to the school paying for BTSA induction.

<table>
<thead>
<tr>
<th>Concentration on Instructional Tasks</th>
<th>Analysis of assessment data drives decisions in curriculum. Currently, curriculum has been regrouped into English Language Arts, Math, and Science/History taught as a vehicle for expository reading comprehension.</th>
</tr>
</thead>
</table>

A strict dress code is implemented to provide a uniform appearance to reduce distractions. While referred to as a “uniform”, this is actually no more than restrictions on colors that may be worn and standards regarding safety such as the type of shoes that are appropriate (closed toed, with ties or Velcro to secure them to the feet).
Instructional strategies are consistent across grade levels and all contents, including Physical Education.

Breaks in the regular routine of instruction are kept to a minimum.

Performance tasks are strongly emphasized in our assessment system.

Feedback provided to teachers focuses on Pedagogy and Curriculum delivery.

Professional Development meetings are not dominated by "housekeeping" or bureaucratic tasks but rather are structured around content and cross-subject planning time.

- Elective courses are reduced to once a week to create space for targeted instruction in homogenous ability groups.

- Majority of faculty is Multiple Subject credentialed to allow cross curricular teaching and regrouping of students for instruction in more than one core area. All Multiple Subject credentialed teachers have a master schedule assignment that is in perfect compliance with the Administrator’s Assignment Manual issued by the California Commission on Teacher Credentialing.

- Written feedback from classroom observations provided to teachers at least 4 times per year.

<table>
<thead>
<tr>
<th>Monitoring of Student Progress</th>
<th>The staff development time will include a monthly review of data to track changes in student achievement on common assessments. Teachers will examine patterns of outcomes and share successful lesson plans. This public forum for examination of quantifiable changes in each class will compel teachers to be reflective and responsive to the needs of their students. Decisions about instructional methods are made in light of compared data. Interventions will take place quickly and will not wait for official quarterly progress reports.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Students have been assigned to a core team of teachers who meet regularly to discuss common students.</strong></td>
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<td></td>
<td><strong>Teachers have a structured guide for conducting parent meetings and document all support offered at meetings.</strong></td>
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<td></td>
<td><strong>A broad variety of data analysis activities track student achievement. This is reviewed by the Principal on a quarterly basis. The data is reviewed by the full faculty together.</strong></td>
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<tr>
<td></td>
<td><strong>Parents receive a monthly written grade report showing missing assignments, test scores and overall grade.</strong></td>
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</tbody>
</table>
Each quarter, all teachers review the placement of each student in an ability group. Students are moved from one level of support to another on the basis of an established matrix, and the principal and Director of Special Education review all placements.

<table>
<thead>
<tr>
<th>Positive Home-School Relationships</th>
<th>Our charter requires that a Parent be seated on the JIMS Board of Trustees. This parent is chosen from those elected by the other parents to the School Site Council.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All materials are provided to parents in both English and Spanish.</td>
<td>The position of Parent Coordinator has been established to provide more cohesive partnership with parents. The coordinator provides leadership training for elected parent representatives who run the School Site Council and to provide several parent workshops.</td>
</tr>
<tr>
<td>Monthly parent meetings are held to facilitate sharing information, hearing parent concerns, and providing guidance in understanding elements of public schooling such as state testing and the LCAP.</td>
<td>The School Site Council meetings and English Learner Advisory Council meetings are held quarterly to provide parent-elected parents an in-depth view of school policy and an opportunity to help make critical decisions, especially in regard to use of public funds.</td>
</tr>
<tr>
<td>Seminars for parents are held regularly and cover topics such as college admissions requirements, strategies for monitoring homework, mental health warning signs, and mini-lessons in the content being learned by the students.</td>
<td>Annual parent survey captures concerns and ratings of various areas of school performance.</td>
</tr>
<tr>
<td>When a student has a behavior problem, the parents are frequently offered a choice of consequences such as choosing that their child attend Saturday School or Anger-Management therapy instead of an out of school suspension.</td>
<td>An electronic phone notification system has been adopted to provide a bilingual communication tool for teachers and school administrators.</td>
</tr>
<tr>
<td>Parents are asked to contribute 15 hours of volunteer service per year. These hours are not mandatory. Failure to complete does not impact admission or enrollment. Parents who exceed the volunteer request are eligible for a variety of rewards from public praise to a trip to the</td>
<td></td>
</tr>
</tbody>
</table>
| California Charter School Conference. | • A social worker is available on campus 30 hours per week to help families connect with local resources and to provide therapeutic services to students who do not have an IEP with counseling services.  

• Homework and tests are recorded every class period in the agenda book that is signed by a parent each night. |
SELF-MOTIVATED, COMPETENT AND LIFE-LONG LEARNERS

JJMS will enable students to become self-motivated, competent, and lifelong learners.

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

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

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

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

**IN THE CLASSROOM THIS LOOKS LIKE:**

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

The JJMS Local Control and Accountability Plan ("LCAP") is included here to describe the Charter School’s annual goals and actions in the state priorities, as well as its student outcomes aligned with the state priorities. To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments goals here in the chart.

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment.</td>
<td>Administration will review the Master Schedule and prepare a spreadsheet comparing the assignment of each teacher to the credentials that they hold.</td>
<td>100% of all core teachers will hold the credential or appropriate waiver as required by the California Commission Teacher Credentialing for any public school.</td>
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</table>

**Method for Measuring:** JJMS HR review

<table>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
## ACCESS TO INSTRUCTIONAL MATERIALS
**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: <strong>Observations</strong></td>
</tr>
</tbody>
</table>

**GOAL #16:** Reading material used in classroom assignments reflects new Common Core focus on Non-Fiction

- 1. Teachers select non-fiction texts to add to curriculum.
- 2. Selection of texts is approved by Principal.
- 3. New instructional materials are purchased.

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of observations show non fiction texts are used</td>
<td>45% of observations show non fiction texts are used</td>
<td>55% of observations show non fiction texts are used</td>
<td>60% of observations show non fiction texts are used</td>
<td>60% of observations show non fiction texts are used</td>
<td></td>
</tr>
</tbody>
</table>

## FACILITIES MAINTENANCE
**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: <strong>Certificate of Occupancy</strong></td>
</tr>
</tbody>
</table>

**JJMS will have a safe campus facilities with an appropriate E rated occupancy for the number of students enrolled.**

- JJMS will conduct tests of the alarm system and comply with any requirements set form by city agencies following an inspection.
- JJMS will have on hand a Certificate of Occupancy, Fire Permit and evidence of alarm testing.

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>JJMS will have on hand a Certificate of Occupancy, Fire Permit and evidence of alarm testing.</td>
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<td>JJMS will have on hand a Certificate of Occupancy, Fire Permit and evidence of alarm testing.</td>
<td></td>
</tr>
</tbody>
</table>
# State Priority #2

## Annual Goals

(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Goal #9: All teaching staff receive year long training and feedback on Common Core aligned pedagogy.</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide expert-led training throughout the year, including the 10 day summer retreat.</td>
<td>All content teachers receive expert training on curriculum</td>
<td>2015-16: 65% of observations show trained strategies are used. 2016-17: 75% of observations show trained strategies are used. 2017-18: 85% of observations show trained strategies are used. 2018-19: 90% of observations show trained strategies are used. 2019-20: 95% of observations show trained strategies are used.</td>
</tr>
<tr>
<td>2. Conduct individual meetings with teachers to assess strengths and weaknesses and set annual professional development goals.</td>
<td>All content teachers receive expert training on curriculum</td>
<td></td>
</tr>
<tr>
<td>3. Train and norm administrators in use of classroom observation techniques.</td>
<td>All content teachers receive expert training on curriculum</td>
<td></td>
</tr>
<tr>
<td>4. Provide quarterly observations with written feedback to each teacher.</td>
<td>All content teachers receive expert training on curriculum</td>
<td></td>
</tr>
</tbody>
</table>

## Goal #15: Math performance tasks and common core style problems will become a part of daily instruction

<table>
<thead>
<tr>
<th>Goal #15: Math performance tasks and common core style problems will become a part of daily instruction</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide expert-led training throughout the year, including the 10 day summer retreat.</td>
<td>All content teachers receive expert training on curriculum</td>
<td>2015-16: 65% of observations show trained strategies are used. 2016-17: 75% of observations show trained strategies are used. 2017-18: 85% of observations show trained strategies are used. 2018-19: 90% of observations show trained strategies are used. 2019-20: 95% of observations show trained strategies are used.</td>
</tr>
<tr>
<td>2. Conduct individual meetings with teachers to assess strengths and weaknesses and set annual professional development goals.</td>
<td>All content teachers receive expert training on curriculum</td>
<td></td>
</tr>
<tr>
<td>3. Train and norm administrators in use of classroom observation techniques.</td>
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</tr>
<tr>
<td>4. Provide quarterly observations with written feedback to each teacher.</td>
<td>All content teachers receive expert training on curriculum</td>
<td></td>
</tr>
</tbody>
</table>
### PARENT INVOLVEMENT

#### STATE PRIORITY #3

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: Logs of Parent Conferences and Student attendance at intersession, AFTER SCHOOL EDUCATION AND SAFETY (ASES) and Saturday School</td>
</tr>
</tbody>
</table>

#### GOAL #1: To increase parent awareness of student performance and to provide specific plans for the parent and teachers to work together towards increased student achievement, especially through student participation in out of classroom tutoring opportunities.

1. Use social worker and staff to rigorously pursue parent-teacher conferences for any student who is not passing a class. Use this conference to encourage the use of multiple extended learning opportunities for struggling students.

2. Provide expanded learning program during 1 week of Winter Break, two weeks Spring Break, Three weeks of Summer Break

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Parent conference for 90% of all students with an NC grade. 80% of all students with two NC grades attend lunch or ASES tutoring on a weekly basis. 25% of students with two NC grades attend Winter/ Spring/ or Summer School.</td>
<td>Parent conference for 100% of all students with an NC grade. 90% of all students with two NC grades attend lunch, Saturday, ASES tutoring on a weekly basis. 35% of students with two NC grades attend Winter or Spring or Summer School.</td>
<td>Parent conference for 100% of all students with an NC grade. 95% of all students with two NC grades attend lunch, Saturday, OR ASES tutoring on a weekly basis. 50% of students with two NC grades attend Winter or Spring or Summer School.</td>
<td>Parent conference for 100% of all students with an NC grade. 95% of all students with two NC grades attend lunch, Saturday, OR ASES tutoring on a weekly basis. 60% of students with two NC grades attend Winter or Spring or Summer School.</td>
<td>Parent conference for 100% of all students with an NC grade. 95% of all students with two NC grades attend lunch, Saturday, OR ASES tutoring on a weekly basis. 65% of students with two NC grades attend Winter or Spring or Summer School.</td>
</tr>
</tbody>
</table>

#### GOAL #5: To increase parent participation in ELAC committee meetings.

1. Advertise meetings by various methods including phone blasts

2. Stipend a staff member for extra duties as parent coordinator.

3. Create incentive program to reward/encourage attendance

| Quorum at 3 scheduled meetings | Quorum at all 4 scheduled meetings, additional attendees at 2 of the meetings | Quorum plus other attendees at 4 scheduled meetings | Quorum plus other attendees at 4 scheduled meetings | Quorum plus other attendees at 4 scheduled meetings |
### STATEWIDE ASSESSMENTS
#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong></th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: <strong>SBAC Scores and Study Island software</strong></td>
</tr>
<tr>
<td></td>
<td>Method for Measuring: <strong>API growth goal</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### GOAL #3: To increase performance of students on Common Core aligned assessments in Math and ELA - leading to increased performance on SBAC

1. Provide training from several sources to increase teacher expertise in pedagogy.
2. Purchase Common Core aligned materials.
3. Create time in regular school day schedule for teachers to work together to reflect and practice teaching strategies.
4. Analyze data to direct improvements.
5. Stipend a "Lead Teacher" and other mentors to provide peer coaching.

#### Measurable Outcomes

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. August Baseline testing for all students w/15% reduction in FBB/BB by June 2015</td>
<td>1. August Baseline testing for all students w/20% reduction in FBB/BB by June 2016</td>
<td>1. August Baseline testing for all students w/20% reduction in FBB/BB by June 2017</td>
<td>1. &lt;5% FBB in Math and ELA</td>
<td>1. &lt;4% FBB in Math and ELA</td>
<td></td>
</tr>
<tr>
<td>2. % of students Proficient on initial SBAC will exceed comparable district schools by 3%</td>
<td>2. % of students Proficient on initial SBAC will exceed comparable district schools by 5%</td>
<td>2. % of students Proficient on initial SBAC will exceed comparable district schools by 7%</td>
<td>2. % of students Proficient on initial SBAC will exceed comparable district schools by 8%</td>
<td>2. % of students Proficient on initial SBAC will exceed comparable district schools by 9%</td>
<td></td>
</tr>
</tbody>
</table>

### ACADEMIC PERFORMANCE INDEX (API)

#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong></th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: <strong>API growth goal</strong></td>
</tr>
<tr>
<td></td>
<td>JJMS will exceed API growth goal set by CDE.</td>
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</tbody>
</table>

#### Measurable Outcomes

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</tr>
</thead>
<tbody>
<tr>
<td>JJMS will meet or exceed API growth goal set by CDE</td>
<td>JJMS will meet API growth goal set by CDE.</td>
<td>JJMS will meet API growth goal set by CDE.</td>
<td>JJMS will exceed API growth goal set by CDE.</td>
<td>JJMS will exceed API growth goal set by CDE.</td>
<td>JJMS will exceed API growth goal set by CDE.</td>
</tr>
</tbody>
</table>
### A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: _____________________</td>
</tr>
<tr>
<td>Not Applicable to JJMS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### English Learner Adequate Progress Rate

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: <em>Individual scores on Scholastic Reading Inventory</em></td>
</tr>
<tr>
<td>GOAL #10: Expand adoption of WILSON curriculum for students in early stages of EL development or with language related disabilities</td>
<td>1. Send teachers and paraprofessionals to Wilson Training. 2. Purchase relevant instructional materials. 3. Arrange master schedule to allow for small group instruction. 4. Assess students frequently using Scholastic Reading Inventory and Scholastic Phonics Inventory to drive improvement.</td>
<td>1. Wilson being used for all students under 300 lexile 2. 60% of students completing WILSON show 100 point SRI growth by June.</td>
</tr>
</tbody>
</table>
### ENGLISH LEARNER RECLASSIFICATION RATE

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Annual Reclassification Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>GOAL #11: 95% students of continuously enrolled students who are EL but not SWD will re-designate to English fluency before the end of their 8th grade year</td>
<td>1. Assign clerical staff to gather variety of data for all EL students.</td>
<td>75% of continuously enrolled students who are EL but not SWD will re-designate to English fluency before the end of their 8th grade year</td>
<td>85% of continuously enrolled students who are EL but not SWD will re-designate to English fluency before the end of their 8th grade year</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### AP EXAMINATION PASSAGE RATE [High Schools Only]

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: AP Examination Passage Rate [High Schools Only]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable to JJMS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### EAP COLLEGE PREPAREDNESS RATE [High Schools Only]
**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable To JJMS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SCHOOL ATTENDANCE RATE
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: <strong>ADA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>JJMS will reach and maintain an average attendance rate of at least 96%</td>
<td>See actions from all goals for Student Engagement and School Climate</td>
<td>ADA attendance rate of 95% ADA attendance rate of 95.5% ADA attendance rate of 96% ADA attendance rate of &gt;96% ADA attendance rate of &gt;96%</td>
</tr>
</tbody>
</table>

### CHRONIC ABSENTEEISM RATE
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: <strong># of students with more than 10 unexcused absences per year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL #12: Reduce chronic absenteeism</td>
<td>1. Increase social worker availability to counsel families 2. Increase clerical time to provide daily accounting of chronic truants 3. Assign administrator to review attendance on a daily basis.</td>
<td>Less than 50% of students with 5 unexcused absences as of January 1 will progress to having 10 by end of school. % of students with 10 unexcused absences will decrease by 10% from baseline year of 2014-15 % of students with 10 unexcused absences will decrease by 13% from baseline year of 2014-15 % of students with 10 unexcused absences will decrease by 15% from baseline year of 2014-15</td>
</tr>
</tbody>
</table>
### Dropout Rate [Middle and High Schools Only]

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Request for records and/or signed parent statements</td>
</tr>
<tr>
<td>Students departing from JJMS will enroll in another school within 10 business days of departure.</td>
<td>Social worker or other JJMS staff will offer counseling for placement of departing students.</td>
<td>JJMS will be able to document that 85% of departing students enrolled in another school.</td>
</tr>
</tbody>
</table>

### Graduation Rate [High Schools Only]

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: _____________________</td>
</tr>
<tr>
<td>Not Applicable To JJMS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Suspension Rate

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: In-School and Out of School Suspension Rates</td>
</tr>
<tr>
<td><strong>Goal #13: Reduce loss of instructional time due to out of school suspensions</strong></td>
<td>Expand options for alternative consequences including increased counseling services for students and families</td>
<td>Out of school suspension rate less than 5%, In-school less than 25%</td>
</tr>
<tr>
<td>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES Method for Measuring: Expulsion Rates</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| JJMS will have an expulsion rate of less than 1% | Expand options for alternative consequences including increased counseling services for students and families | JJMS will have an expulsion rate of less than 1%  
JJMS will have an expulsion rate of less than 1%  
JJMS will have an expulsion rate of less than 1%  
JJMS will have an expulsion rate of less than 1% |

**STUDENT EXPULSION RATE**  
**STATE PRIORITY #6: SCHOOL CLIMATE**

**Goal #17:** Create and maintain a school wide program of student recognition and monitor individual teacher participation in giving recognition.

- 1. Clerical staff will maintain a spreadsheet showing praise and rewards for every enrolled student.
- 2. Quarterly awards assemblies will be arranged by staff.
- 3. Annual survey of student concerns will be given and the data analyzed by the Principal.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Public Awards, &quot;Right&quot; Forms and Annual Student Survey</th>
</tr>
</thead>
</table>
|  |  | 2015-16  
2016-17  
2017-18  
2018-19  
2019-20 |
|  | 50% of students have received a public reward and 100% of students have received written praise. Annual survey shows 60% of students feel that adults notice when they are being good. | 55% of students have received a public reward and 100% of students have received written praise. Annual survey shows 65% of students feel that adults notice when they are being good. | 60% of students have received a public reward and 100% of students have received written praise. Annual survey shows 70% of students feel that adults notice when they are being good. | 63% of students have received a public reward and 100% of students have received written praise. Annual survey shows 72% of students feel that adults notice when they are being good. | 68% of students have received a public reward and 100% of students have received written praise. Annual survey shows 75% of students feel that adults notice when they are being good. |
## BROAD COURSE OF STUDY  
**STATE PRIORITY #7**

### ANNUAL GOALS  
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: <em>Individual use devices with internet access used for daily instruction</em></th>
</tr>
</thead>
</table>
| 1. Determine most effective uses of technology.  
2. Purchase relevant equipment.  
3. Provide training and regular review of technology based pedagogy.  
4. Assign clerical staff to track sign out of equipment.  
5. Conduct annual inventory of equipment.  
6. Contract for high quality technical support.  
| 1-1 computer technology for total of 60 students for daily classroom use | 1-1 computer technology for total of 85 students for daily classroom use | 1-1 computer technology for total of 110 students for daily classroom use | 1-1 computer technology for total of 135 students for daily classroom use | 1-1 computer technology for total of 160 students for daily classroom use |

### GOAL #8: Increased availability of technology for computer-based differentiation of instruction

### GOAL #6: Provide a wide variety of instructional settings, pedagogy and support for Students With Disabilities.

| ANNUAL GOALS  
(Identify schoolwide and subgroup goals as applicable) | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES | Method for Measuring: *% of IEP services provided and % of IEP goals reached* |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Special Education will conduct weekly meetings will all RSP staff for training and monitoring. All RSP staff will attend at least one on-line or off campus training.</td>
<td>School consistently shows 85% of IEP services rendered on time and 80% of IEP goals are being achieved by students.</td>
<td>School consistently shows 90% of IEP services rendered on time and 85% of IEP goals are being achieved by students.</td>
<td>School consistently shows 95% of IEP services rendered on time and 90% of IEP goals are being achieved by students.</td>
</tr>
</tbody>
</table>

### [OTHER STUDENT OUTCOMES]  
**STATE PRIORITY #8**

| ANNUAL GOALS  
(Identify schoolwide and subgroup goals as applicable) | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES | Method for Measuring: *% of IEP services provided and % of IEP goals reached* |
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
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<td>School consistently shows 95% of IEP services rendered on time and 90% of IEP goals are being achieved by students.</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL DESIGN

Pedagogy

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

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

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

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

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

• Cat in the dishwasher
The teacher needs to outthink your students. The teacher should look at lessons, assignments and situations to try to foresee all the mistakes that students might make and then steer them onto the right path or specifically forbid potentially harmful actions.
STRUCTURE OF CLASS TIME

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

RESEARCH-BASED CHOICES REGARDING PEDAGOGY

Universal access to the general curriculum that results in consistently increased student achievement

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

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

Students Learn More When They Are Engaged and Active

Drawing on the work of Marzano, especially those strategies detailed in Classroom Instruction that Works, JJMS teachers will deliver instruction with a focus on effectively structured cooperative and collaborative learning activities. Active learning means that the student is the worker and the teacher is the coach (Coalition of Essential Schools). A study of the experiences of 1,000 elementary students across the United States found that they spent 91 percent of their days in either whole-group or independent seatwork, with only 4.8 percent engaged with peers in a learning activity (Pianta, Belsky, Houts, & Morrison, 2007). Our emphasis on performance-based assessment is complimentary to the standards-based and norm-referenced assessments mandated at the school level by the state of California. Engagement is also the reason for tying academic curriculum to possible “real world” careers. Students who feel that academic work is meaningful are more likely to put greater effort into their work and are more likely to persist when challenged (Clark & Estes, 2002).
Use of Student-Centered Pedagogy

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

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

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

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

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

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

IN THE CLASSROOM THIS LOOKS LIKE:

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

CLASSROOM MANAGEMENT: Our philosophy of overall behavior management is expressed in an article called Unrelenting Expectations (Livermore, 2009) based on research conducted at the Graduate School of Education, Penn University.
Students Will Learn More When They Are Part of School Culture Where They Feel Safe and Respected

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

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

Other fields have adopted this philosophy. In education, it means that small incidents of disrespect and disorder must be consistently and promptly addressed to avoid giving the appearance of a lack of value for people and property. “While some traditional predictors of victimization (such as low socioeconomic status) were associated with feeling unsafe, perceived school disorder was the major factor associated with such feelings. Disorderliness may thus be the school’s version of “broken windows,” which serve to signal to students a lack of consistent adult concern and oversight that can leave them feeling unsafe. We suggest that fixing the broken windows of school disorderliness may have a significant, positive impact on adolescents’ feelings of safety.” (Which “broken windows” matter? School, neighborhood, and family characteristics associated with youths’ feelings of unsafety, T. Mijanovich and B. Weitzman, Journal of Urban Health, Volume 80, Number 3 / September, 2003). At JJMS, it has been interpreted as a need for small but immediate consequences for small acts of teasing and disrespect to avoid allowing the community of students to feel that additional escalation would be ignored.

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

CURRICULUM

All of the following descriptions rely on a conceptual framework derived from California Common Core State Standards (CA CCSS).

The following courses are Core Subjects:

ENGLISH LANGUAGE ARTS (ENGLISH LANGUAGE DEVELOPMENT/ENGLISH AS A SECOND LANGUAGE)

In alignment with the State of California’s recent adoption of a single document to cover both ELA and ELD standards, we present our ELA and ELD curriculum together. Due to the overwhelming number of EL and RFEP students, all of our ELA courses are taught by a teacher whose credential includes EL authorization. Also, ELD standards are incorporated throughout the curriculum in both types of ELA courses at JJMS. We have divided our ELA content into two courses taught at each grade level i.e. Reading and Writing.

The Reading course for each grade level is grouped by ability and EL status. Students who scored Beginning and Early Intermediate on the CELDT and non-EL students who lack phonics skills are grouped to provide targeted instruction for language development at an appropriate level. This group receives the Wilson Reading Program (Phonics and Just Words). Other students are grouped using academic metrics such as the Scholastic Reading Inventory.

For students to experience success in reading comprehension, they need to receive explicit instruction in reading strategies. Comprehension is both a product and process, something that requires purposeful, strategic efforts on the reader’s part (Kylene Beers, *When Kids Can’t Read: What Teachers Can Do*, Heinemann, 2003). At James Jordan Middle School we ensure our students receive instruction in comprehension strategies in each grade level of English Language Arts. Comprehension curriculum for secondary, college and adults students focuses on meta-cognitive skills, or thinking about and analyzing their comprehension of text.

In the academic sector there is an accepted set of strategies needed for success in comprehension. The National Reading Panel, National Institute for Literacy, and the Department of Education are all in agreement that the following list are crucial strategies for comprehension and all JJMS faculty teach these strategies at every grade level:

- **Make a connection** - Prior knowledge instruction is designed to assist readers in bringing to mind their own knowledge that is relevant to understanding the text.
- **Clarify** – Making sense of confusing text, correcting and understanding what the text is saying.

- **Ask a question & try to answer it** - Readers can ask questions before, during, and after a reading to make a better connection to the text, and further their understanding of the text.

- **Visualize** - Readers construct images that closely represent the content of what was read and understood

- **Summarize** - Teaching readers to summarize makes them more aware of how ideas based on the text are related.

- **Make a prediction** – By using evidence, asking questions, recalling facts, rereading, skimming, inferring, and drawing conclusions, students can figure out what happens next and, ultimately, comprehend the text more fully.

- **Write about what you’re reading** - If you can re-state the main ideas of something you’ve read, in your own words, you’ve come a long way towards fully understanding the text.

- **Infer (Stop & Think)** – To go beyond the surface details to see other meanings that the details suggest, but are not stated.

- **Try to figure out an unfamiliar word** – Readers are taught to use context clues to decipher unfamiliar words. These clues are hints that the author gives to help define a difficult or unusual word and are found in nearby words or sentences.

- **Use text structure** - Text structure refers to how the text is organized. Teaching students to recognize common text structures found in expository texts can help students monitor their comprehension; this encourages the reader to question how subsequent sections of the text fit into the identified structure.

Teachers train students to have a specific method of attack when approaching a piece of literature or an informational text. The JJMS Faculty has prioritized a set of graphic organizers, and analytical strategies that are used in all classes at all grade levels. Teachers provide direct instruction in techniques for identifying key information, such as using “Sticky Notes” for annotating text as they read. For fiction text, teachers use the principles of Transactional Literary Theory as defined by Louise Rosenblatt to insure that they design activities to develop the full range of reader responses from the efferent (information gathering) to the aesthetic (affective reaction) in line with strategies. In parallel to Bloom’s Taxonomy, JJMS teachers differentiate responses to literature to help students rise through concrete questions to analysis.
The Writing course designed to prepare students to successfully complete several narrative, expository, and persuasive pieces of writing throughout the year. Through the use of Step Up to Writing and Thinking Maps, students will learn to use the writing process to think, draft, revise, edit, and publish grade-level writing essays. Students are led through performance task writing assignments aligned with the Common Core that include group analysis of reference materials, peer editing, and various forms of publication.

MATHEMATICS

In July 2013 all teachers were required to complete modules put forth by the Brokers of Expertise State of California Department of Education. It was based on these modules, JJMS math team prior year observations, and administration’s observations that the staff collaboratively developed a Mathematics curriculum that would help JJMS students incorporate the The Standards for Mathematical Practice and Content in everyday use. We understood the need for this curriculum to address the poor basic skills students were demonstrating upon entering our school. As well as the need for them to undergo a different thought process when answering word problems, given the Common Core Standards. We have divided our math curriculum into two categories to facilitate implementation of the Common Core Skills.

Category One contains courses that develop procedural knowledge and numeracy. The curriculum focuses on the Common Core math principles of:

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

The following courses are in this category: PowerMath (Math Navigator by Pearson), Introduction to Pre-Algebra (Saxon Math), Pre-Algebra (Saxon Math), Algebraic Thinking (Saxon Math).

Category Two: Problem-Solving is the course name for the second category of math curriculum. This category focuses on critical thinking in mathematical context. Students of all ability levels are led through exercises that focus on using mathematical reasoning to solve everyday problems. The Common Core performance tasks are a representation of this content. Students focus on discovering multiple paths to solve mathematical challenges and structured group work leads them to use academic language to analyze and discuss a variety of methods for problem-solving with their peers. Problem Solving classes focus on the Common Core objective to have students make sense of problems and persevere in solving them. The following resources are used in all Problem Solving classes: Pearson Prentice Hall Connected Mathematics, Edmentum Study Island (computer based tool).

EXPOSITORY CONTENT: SCIENCE AND HISTORY

Over the past several years, our students have produced remarkable results on the CST for both Science and History. However, the Common Core has expanded the emphasis on
informational materials and non-fiction reading. Over the years, we have found this to be one of the areas of greatest weakness for our incoming students. Many of them have read narrative text, but few can talk about the structure of informational materials. At JJMS the teachers teach science and history standards through a vehicle of comprehension strategies. These comprehension strategies are intended to help our students comprehend not only our expository textbooks, but also any expository texts that they will need to read and draw information from. Since our focus is to prepare our students for college, it is crucial for them to know how to access information through these comprehension strategies. It has often been suggested that children will learn how to comprehend what they read if they are simply immersed in a literacy-rich environment and allowed to develop comprehension skills in their own way. However, we now know that we need to explicitly teach comprehension strategies through guided practice and modeling. Our goal is that each student will begin using these strategies metacognitively while reading so they can begin thinking while they read. In order to bring reading comprehension to center of teaching both Science and History/Social Studies, we have created a course called Expository Content. The framework of this course is the use of informational text and data (such as maps, graphs, charts, etc.)

We also have made learning reading comprehension strategies an area in need of focus in Science and History because of our high concentration of English Language Learners at our school. We feel that by utilizing these strategies that not only all students but English Language Learners will be exposed to strategies that will help them became proficient in English. Through modeling and practice EL learners will internalize these strategies and will help them in their discussion skills and reading comprehension.

The course is taught by a multiple subject credentialed teacher with an EL authorization. All Multiple Subject teachers teach two content areas to a single group of students on daily basis.

**SCIENCE**

Science courses are designed in tandem with the other core courses. Instruction is focused on communication of scientific ideas and the students will process their hands-on experiences with a strong emphasis on language arts skills. Reading strategies and writing genres (expository and persuasive) are a central theme of science instruction. The emphasis on content area reading and writing reflects the needs of a high-minority student population. This group often scores poorly on assessments of scientific understanding because they are unable to effectively communicate their true level of understanding. A major emphasis of the pedagogy in this discipline is to help students perceive the fields of study and work-opportunities that are open to students who are intrigued by science. A conscious choice to use science courses to expose students to careers in this field is the result of concern for fostering the next generation of innovators and highly-skilled professionals. This is particularly desirable with traditionally low-performing minority students.
Science must be kept engaging for students. Integration with other subject matters and a consistent articulation of “when they are going to use this stuff in real life” will make science courses of greater interest to our target students. Integration with History is reflected in the contemplation of the impact of scientific advancement on cultures and the ethical and political aspects of scientific exploration and knowledge. The school values of character, community and college are themes in science instruction. Students will explore character with the idea of scientific methodology and the political frame of examining who decides what resources are spent on scientific exploration. The community values are reinforced by a recurring theme of ecology and a developing understanding of how humans and nature interact. The importance of college is addressed by a consistent connection between major scientific concepts and practices and the wide range of career and educational opportunities that spring from them. Students are able to articulate how each area of science they study is related to an impact on their community and possible career choices. The emphasis on post-secondary education is critical to help correct the enormous imbalance of race represented in scientific careers. Our target students need to see themselves in careers based on math and science. That means we will need to get them out into the workplaces in those fields of study so that they are able to have personal experiences that fuel their motivation to pursue a degree in the areas of math and science. Science instruction is developed in a manner similar to the examples given for English and History and Math.

**HISTORY/SOCIAL STUDIES**

At this time, there is still a plan to include 8th grade History/Social Science testing in the future of state mandated tests, but that content is not likely to be part of the Smarter Balanced Assessment in the near future. Thus we must look to the possibility that the CST History test may continue. This content area is unique in state mandated curriculum. The 8th grade History CST covers all of the standards from 6th to 8th grade. No other portion of the STAR assessment requires adolescents to recall concrete facts from specialized content that were delivered two calendar years prior to the assessment. The Social Science standards give little emphasis to generalized skills associated with the field of Social Science but there is a profound amount of data that must be memorized for recall at the end of 8th grade.

History/Social Science therefore becomes the ideal vehicle for teaching study skills and the skills for memorization and recall that will be used in many college prep courses during high school. JJMS has adopted a set of study strategies that are used across content areas and across all grade levels. Training students to have several tools for memorization is crucial to their success in Advanced Placement and Honors courses during high school.

We use the Coalition of Essential School principle of deriving Essential Questions to assist students in identifying major themes that recur in the study of history. These themes are taught as a spiral curriculum from 6th grade to 8th grade to provide a conceptual framework that makes it easier for students to make sense of fact-rich content and to recall details more efficiently in later years.

JJMS has a mission objective to prepare students to participate in their community, including becoming informed voters. *What Our 17 Year-Olds Know* is a disturbing book that
presents statistical evidence that the average high school graduate retains very little of the basic historical and geographic information needed to understand the evening news or the morning newspaper. This has inspired the faculty at JJMS to track the elements of the social science curriculum that are more basic than the state standards. We have developed a set of standards for geographic literacy that are taught and assessed each year. We help students build a vocabulary that is particular to the field of social science and is likely to appear as part of test questions or in a newspaper editorial. Deliberate connections between historical studies and current events are woven into each curriculum unit.

HEALTH AND PHYSICAL EDUCATION

We use the SPARK curriculum as the basis for teaching Physical Education, which includes Health topics.

NON-CORE: VISUAL AND PERFORMING ARTS

We offer a selection of Visual and Performing Arts electives as part of our Friday Advisory program. The choices change each quarter and year depending on the expertise of current staff. Recent selections have included 3-D art with papier mache, singing, salsa dancing, music appreciation and watercolors.

INTERVENTION AND ENRICHMENT PROGRAMS

1. **Lunchtime tutoring**
   All of the JJMS core subject instructors are required to provide tutoring during the lunch period twice a week. Logs of students who attend these sessions are provided to the administration on a monthly basis. Paraprofessionals have a system for tracking down students who have been assigned mandatory tutoring and getting them to the teachers as soon as they have their lunch in hand.

2. **Saturday School**
   Saturday School is an extra day to meet the academic needs of our students. This program is structured by three or four of our staff members from 9:00am to 12:00pm. During this time, the students are grouped by their academic needs which may include, homework completion assistance, below grade-level reading and math re-teaching, and is also for students to work on group projects and have access to computers and printers. Saturday School can also be used as a discipline reprimand for those students who need to serve community beautification. These students are supervised around the campus to complete various tasks to contribute back to their school community. All of the academic assignments completed during Saturday School contribute to their overall grade in their academic core classes.

3. **After School Education and Safety Program (ASES)**
   With over 90% of our students eligible for free and reduced lunch our school works with families undergoing economic struggles. Our parent surveys show that many of our parents are working two, or occasionally three, jobs to make ends meet. This means that there may not be quality adult supervision available at home.
Our after school program has multiple purposes for JJMS families. First, the priority of health and safety is served because our After School programs runs until 6:30, providing students with a structured, supervised environment for three hours after school ends. A snack is served daily and the food meets federal guidelines for nutrition. At home, unsupervised students would be unlikely to make a healthy choice for afterschool snacking.

Second, the priority of academic support is served with a tutoring program focused on homework completion. A significant number of the parents we work with have not achieved even a high school diploma. Expecting the parents to help their child read and understand books like Animal Farm or perform math task involving Algebraic concepts is not feasible. Our after school program provides 2 ½ hours of homework help provided by NCLB highly qualified paraprofessionals, such as college students, college graduates. Additionally, some of our own daytime core teachers also work in the afterschool program providing tutoring and re-teaching. The average afternoon tutoring group is approximately 10 students per adult creating an opportunity to work on a one on one basis with a tutor. Students in the after school program have access to computers, tablets, and printers, electronic tools they don’t all have access to at home.

Another priority served by our afterschool program is student engagement and motivation. For students who need additional motivation, JJMS participates in a competitive sports league and a well-rounded arts program. Our students, and at times their parents, may have a greater emotional attachment to sports than to the academic environment. The enrichment component allows 30-40 students per season additional motivation to keep their grades up. All the students that participate on a team are required to maintain a minimum 2.5 GPA. For many students, this is the most significant motivator for academic achievement.

4. Winter and Spring Intersession

The intersession programs are for students in danger of not meeting the criteria to culminate or move on to the next grade level. A structured curriculum and specific list of academic assignments are given to the students to complete. Upon completion of these academic assignments, the students take assessments to demonstrate their achievement level in each academic area. If the students meet the specified standard on the assessment, then they receive “credit” and they are then eligible to culminate or move on to the next grade level.

5. Summer School

Our Summer School Program is from July 1st to July 31st (8:30am to 12:30pm) and consists of academic and Art or Physical Education (P.E.) classes. Currently, our students are divided into three groups based on their grade-level and academic needs. Included in our Summer School Program is Extended School Year (ESY) for students in the Individualized Education Program and need the additional academic instruction to prevent regression. Those students in the ESY program are taught math and English Language Arts by a special education teacher. The remaining students are assessed using math and English Language Arts curriculum and/or teacher-made assessments to determine which essential basic skills need to be reviewed and re-taught to achieve mastery and prepare them for the next school-year. In addition to academic classes, the students are separated into either art or P.E. based on their preferences. All of the teachers are required to create a pacing plan including three quizzes and a final exam to monitor student achievement and to drive instruction. Lastly, all of our students participate in fun team-building activities once a week as well as a field trip at the end of the summer program.
**CURRICULAR AND INSTRUCTIONAL MATERIALS**

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**TECHNOLOGY EMBEDDED**

The following skills will be the responsibility of each grade level team of core teachers who shall embed the instruction across the core content areas.

**Sixth Grade**
- Basic computer functions: opening applications, saving files, battery levels
- Word-processing: create file, choose font, use of tab and spellcheck
- Typing: Introduction to touch typing, quarterly review of typing speed and accuracy
- Excel: creation of spreadsheet file, use of single column or line for basic arithmetic
- Internet: safety issues i.e. privacy, cyberbullying and predators, general parameters for reliable sources of information

**Seventh Grade**
- Basic computer functions: special shutdown procedures i.e. ctrl-alt-del,
- Word-processing: setting margins, basic tables, creating a pdf
- Typing: Expectation of 25 words per minute with 80% accuracy
- Excel: freeze frames for scrolling long tables of data, formatting cells
Internet: selection of website ending that suggest reliability (.gov, .edu), safety issues about email and social media

Eighth Grade

Basic computer functions: peripheral devices and wireless connectability
Word-processing: fonts, basic resumes, business letter formats
Typing: Expectation of 35 words per minute with 90% accuracy
Excel: Use of formulas that reference multiple cells
Internet: Citation of Internet sources, fraud/phishing protections
REFERENCES

The following set of references is cited throughout Element 1 and is provided here as reassurance that JJMS has a research-based approach to curriculum and instruction.


Farkas, G. (2003). What do we know, how do we know it, and what do we need to know? Teachers College Record, 105, 1119-1146.


### BELL SCHEDULE AND 2014-2015 ACADEMIC CALENDAR

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<th>Bell Schedule</th>
<th>Early Dismissal</th>
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<td>Period 3</td>
<td>Advisory/Electives</td>
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<td>** Most Sports games are played during this period**</td>
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<td>Program ends @ 6:30 pm</td>
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### APRIL 2015

<p>| 6 First day of Q4 |</p>
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### MAY 2015

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### DECEMBER 2014

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### JUNE 2015

<p>| 8-12 FINALS WEEK |</p>
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### 2014 Planner Highlights

- **Independence Day**
- **Professional Development Day**
- **Back to School Breakfast**
- **First Day of School**
- **Labor Day**
- **Week of 15th School Nights**
- **20-23 Finals Week**
- **No school for grading**
- **First day of Q2**
- **Halloween-Minimum Day**
- **11 NO SCHOOL (Teachers on Campus)**
- **26-28 No school**
- **15-19th Finals Week**
- **Minimum Day**
- **16-20 Finals Week**
- **Minimum Day**
- **3rd Spring Break**
- **22 NO SCHOOL**
- **Memorial Day**
- **8-12 Finals Week**
- **Last Day of School Minimum Day**
Professional Development

Teacher Recruitment

We recruit our teachers from local university credential programs and EdJoin, and we have a partnership with Teach For America for hard to staff positions. The university credential programs distribute our job postings to their alumni email lists. We always get a good number of applicants through EdJoin.

All candidates are asked to submit a resume, proof of credentialing and to answer a set of supplemental questions that describe their knowledge of charter schools, their typical pedagogical strategies and their experience working in collaborative professional learning communities.

We select candidates that have the appropriate credentials and offer them an opportunity to interview on campus. The experience begins with a general Q&A session with our entire teaching staff present and taking turns asking a set list of prepared questions. Then we have the candidate teach a demo lesson based on one of the state standards that we sent to them ahead of time. All members of the teaching staff and administration rotate through to watch a portion of the demo lesson. After the lesson, we have a debriefing. The administrators ask the candidate to reflect on the strengths and weaknesses of the lesson that they just gave and then to describe how they would improve the lesson for the next time. The candidate is given the opportunity to ask questions of the faculty without the administrators present. During this period, the administrators meet with the students who experienced the lesson and guide them through rating the candidate using a matrix of objective criteria. The candidate departs and the teachers and administrators gather to share their impressions. Generally, a consensus of all faculty and administration is necessary before we are willing to hire a candidate. When we have a candidate
that everyone feels meets our criteria, the administration will check their references and make them an offer.

**Professional Development for Teachers**

Our professional development program begins with a summer retreat with 8-12 full days of structured workshops and planning time with colleagues. All faculty are sent reading assignments that must be completed before the retreat begins. New staff are brought in for the first 2-3 days to learn the culture of the school from lead and/or mentor teachers and administration. **During the summer retreat, the following topics are covered:**

- **HR:**
  - Employee Handbook and HR procedures including Universal Complaint Policy
  - BTSA for novice teachers
  - Training on required technology such as PowerTeacher gradebook

- **SAFETY:**
  - Mandatory Reporter training including mental health awareness
  - Responding to campus emergencies such as an active shooter scenario, fire, earthquake, shelter in place and other procedures.
  - All staff receive Blood borne pathogen safety and some staff receive additional nurse led trainings related to specific health care issue of enrolled students, such as diabetic monitoring/glucose training or epi-pen training.
  - Opportunity to renew CPR certification at our cost.

- **CAMPUS CULTURE AND CLIMATE**
  - Schoolwide Positive Behavior Support forms and procedures
  - Daily routines for students and staff
  - Professional dress code for teachers and uniform code for students.
  - Charting a year's worth of special events for student/parent engagement
  - Planning the annual orientation breakfast.

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

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

**CURRICULUM**
- Overview of Common Core standards and habits of mind
- Specific review of Common Core by grade level and Content Area
- Pacing plans created for each content area by all grade level teachers in that content.
- Review of adopted curriculum materials. Currently that would include Saxon, Connected Math, Literacy Navigator, Step Up to Writing, etc.

On-going topics for the rest of the year (a sample list):
- Sophisticated behavior management strategies, especially for students with IEPs.
- Peer review of observed lessons
- Additional mental health/safety training prompted by student incidents
- Data analysis of quarterly benchmarking assessments and placement of students in ability grouping.
- Strategies for increasing parent and student engagement
- Guiding students in self-regulatory techniques

**Meeting the Needs of All Students**

**English Learners**
The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

I. Identification of Needs
   A. Fluency
      i. The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

      ii. Students whose home language survey indicates a language other than English is spoken at home shall take the CELDT exam, within thirty days of
initial enrollment\(^1\) and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient, unless records indicate the student has been identified as fluent, either initially or as a re-designation, using a prior year’s CELDT scores.

iii. To determine fluency using school records, parents are asked to bring transfer paperwork from any previous California school. On or before the first day of enrollment at JJMS, the school shall fax a records request to the prior school.

iv. This school has requested the assistance of the authorizing district in obtaining complete testing records from prior schools. Records sent by schools in the authorizing district frequently do not include complete testing records and this makes consistent implementation of CELDT testing and accurate CALPADS reporting very difficult.

v. When the new CELDT scores arrive after Winter Break, an evaluation of each student shall be made using a rubric that examines multiple measures, including parental input, to determine if re-designation to fluency is warranted.

B. Academic Needs

i. JJMS shall use multiple measures of internal benchmarking to track the development of English language skills throughout the school year.

ii. Parent meetings will be called to develop a plan for any EL student who appears to need additional academic support. Parents will be provided with information regarding school services and also activities at home that can promote English Language development.

iii. At regular intervals, the progress of EL students shall be assessed and their placement in academic sections shall be adjusted to promote greater achievement.

II. Services

A. Program Parameters

i. The EL services shall be delivered in the Structured English Immersion model. This means “Significant amounts of the school day are dedicated to the explicit teaching of the English language, and students are grouped for this instruction according to their level of English proficiency.” (Clark, K. The Case for English Immersion, Educational Leadership, April 2009)

\(^1\) The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
Volume 66 | Number 7 | Pages 42-46

ii. Guiding philosophy: “The English language is the main content of SEI instruction. Academic content plays a supporting, but subordinate, role.” (Clark, 2009)

iii. The EL program shall be overseen by the Principal.

iv. The CELDT testing shall be administered by the Special Programs Director.

v. Classroom instruction shall be provided during school hours by appropriately certificated faculty holding California Teaching Credentialing Commission authorizations for EL instruction.

vi. Paraprofessionals providing EL support shall be highly qualified according to NCLB standards.

B. Students

i. All courses taught at JJMS use ELD instructional strategies. This is because we have found that even EO students need to develop the academic aspects of the English language and this is accomplished with the same pedagogy as is appropriate for EL students.

ii. All EL students shall be assessed a minimum of 3 times during the school year using in-house measures of language development, such as the Scholastic Reading Inventory.

iii. EL students with very low performance in English shall have additional adult support from a paraprofessional during their ELA core classes.

iv. Specialized small group programs will be developed as needed to address the needs of EL students who read below third grade level as measured by lexile level scored on commercially-prepared computer assessment.

v. Students shall receive regular instruction with research-based pedagogy designed to develop language skills for students who are English Learners.

vi. Science and History classes for the students with weak skills in English will focus on literacy using the content areas as examples for lesson in language development. The emphasis shall follow standards for literacy in these content areas specified in the Common Core.

vii. Math courses will emphasize the acquisition of content specific vocabulary and the use of academic language, especially in oral activities. This includes daily articulation exercises, scaffolded with word banks and sentence
viii. “Students learn discrete English grammar skills. In SEI classrooms, teachers try to accelerate students' natural tendency to acquire language by providing grammatically focused lessons that raise students' conscious awareness of how English works while engaging them in relevant, age-appropriate learning tasks. Students are overtly taught English pronunciation and listening skills; word building; word-order rules; a wide range of vocabulary (synonyms, antonyms, survival vocabulary, academic word groups); and formulaic expressions not easily explained by grammar analysis ("There you go again"); "What's up with that?").” (Clark, 2009)

C. Parents

i. The school shall provide translation in accordance with Ed Code 48985.

ii. An ELAC committee shall be established and maintained in accordance with CA Education Code, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a) California Code of Regulations, Title 5, Section 11308 (b), (c), and (d)20 United States Code Section 6312 (g)(4)

iii. The Parent Committee shall meet 5 times per year and make particular outreach to recruit members with EL students.

iv. Regular general parent meetings shall be held to allow all parents to voice concerns and gain information about school programs.

v. Outside experts shall present workshops to parents regarding how to advocate for the academic needs of their child.

D. Teachers

i. The school will provide additional and ongoing training in pedagogy specific to the development of English Language skills. Currently this includes Step Up to Writing and Power Over Words. Specific curriculum shall be adapted as annual evaluation warrants.

ii. All English Learner students shall have core academic teachers who hold an appropriate EL certification as part of their teaching credential.

iii. Teachers will receive annual training to assist them in presenting curriculum with scaffolding appropriate to the EL level of the student.

III. Evaluation

A. Annually, a parent survey shall be offered to the parents of all EL students.
B. The results of this survey shall be reviewed with the ELAC committee.

C. Following an examination of the survey results each year, the ELAC shall provide a written statement to the JJMS Board of Trustees regarding their evaluation of the services provided to EL students.

D. The charter school authorizer provides an annual calculation of the re-designation rate for comparison to the authorizing district. For the past three years, the redesignation rate at JJMS has significantly exceeded that of similar schools and that of the authorizing district.

E. Throughout the year, the Assistant Principal is responsible for updating a value-added spreadsheet with EL related data. For EL and RFEP students, their performance on in-house benchmark assessments, such as the Scholastic Reading Inventory is recorded. This record spans the three years of enrollment and allows the administration a snapshot of each student's progress. This spreadsheet is used as the basis for an annual report to the JJMS Board of Trustees defining the strengths and weaknesses of EL services and updating the Master Plan as needed.

**Redesignation to Fluent English Proficient**

When determining redesignation JJMS considers these elements: students rank on the ELA, California Assessment of Student Performance and Progress (“CAASPP”), CELDT scores, course grades, teacher evaluation, and parental opinion. Students who earn a rank of Advanced or Early Advanced on the CELDT shall be redesignated unless performance on the other elements suggests that more time is needed to achieve fluency.

Parents are notified of the school's intention to redesignate their student. The parents must either consent or decline in writing. This form is placed in the student's file.

**Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

Evaluation (as in paragraph above)

- Annually, a parent survey shall be offered to the parents of all EL students.
- The results of this survey shall be reviewed with the ELAC committee.
- Following an examination of the survey results each year, the ELAC shall provide a written statement to the JJMS Board of Trustees regarding their evaluation of the services provided to EL students.
- The charter school authorizer provides an annual calculation of the re-designation rate for comparison to the authorizing district. For the past three years, the redesignation rate at
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**Academically High-Achieving Students**

Students achieving above grade level will be internally identified using state test scores, and in-house benchmark assessments, such as Study Island, Scholastic Reading Inventory, Saxon Placement tests, etc. Each of these benchmark assessments provides a metric that identifies a student who is performing above grade level. Students who perform above grade level on more than one assessment will be considered academically high achieving if they are also earning passing scores in the core content class.

All students at JJMS are grouped by ability for academic coursework. Their placement in these ability groups is re-evaluated quarterly so that students can transition easily from one placement level to another. Students identified as academically high-achieving or as performing above grade level will be initially placed in the Honors section of academic coursework. Honors level courses are designed to provide opportunities to reach higher levels of cognition as defined by Bloom's Taxonomy. Technology is regularly used in centers-based lesson to allow students to access material that is targeted to their assessed skill level. Currently, we use Study Island as the software for this differentiation. Teachers are provided with the opportunity to attend professional development workshops off campus that are designed to develop pedagogy and curriculum for high-performing students.

Monitoring of this group is achieved by the quarterly review of in-house assessments and grades.

**Academically Low-Achieving Students**

Each school year begins with a battery of in-house assessments that lead to grade level teams sorting students into ability grouping. This is conducted with the same values and assumptions as the Response To Intervention program, but rather than being a supplemental approach, the entire academic day is organized to support the needs of each ability group.

Academically low-achieving students are placed in the Support group. This group has much smaller class size than other groups. For comparison, Honors classes have an average of 35 students and Support sections have an average of 25 students. Additionally, the staff-student ration is lowered by the assignment of highly qualified, often credentialed, Assistant Teachers/paraprofessionals. These second adults allow classes to be organized for center-based lessons and other forms of small group instruction. Support classes have two adults in the classroom for more than 80% of each day's instructional minutes.
Academically low-achieving students are also offered several opportunities for additional tutoring. Their own core teachers offer weekly lunch tutoring. Paraprofessionals provide daily support with homework through our free after-school program. Also, we provide a half-day of tutoring on campus for 35 Saturdays throughout the year. During Winter, Spring and Summer breaks, intersession is offered at no cost and focuses on skill development and content area reviews.

**Socio-Economically Disadvantaged Students**

Students are identified as Socio-economically disadvantaged by their eligibility for the Federal Free/Reduced lunch program. JJMS has a participation rate of 92%. Therefore all the services and supports described in the entirety of this petition are designed for this population. Should there be a shift in demographics in the future, a procedure similar to that for Students Achieving Below Grade Level will be used to identify and monitor those students.

**Students with Disabilities**

Please refer to the District Required Language.

**Students in Other Subgroups**

At this time, JJMS has no other significant pupil subgroups. Should one develop in the future, a procedure similar to that for Students Achieving Below Grade Level will be used to identify and monitor those students.

**“A Typical Day”**

Typical Day for a 6th grade student

- 7:30 am Campus opens to all (1 administrator/coordinator, 5 support staff members, and 2 office clerks are available to supervise or aide JJMS families)
  - Students
    - are greeted by an administrator or coordinator
    - pick up their breakfast food item and milk or 100% juice
    - that carry a cell phone to school must turn in the phone immediately when walking on to campus.
- 8:13 Whistle blows indicating
  - Students should
    - line up in alphabetical order
    - uniform shirt tucked into pants (Regular uniform-burgundy or grey polo and black work pants / PD uniform-exercise clothing in solid black, white, grey, or burgundy)
    - agenda in hand
  - Teacher
    - takes paper attendance
- 8:15
  - Students
    - Start every class by reciting the Carpe Diem – self/school pledge
Start Problem Solving using Connected Math curriculum – Students begin lesson with teacher, are presented with manipulatives, and work collaboratively through the lesson. Extended learning problems allow students homework problems. During independent or group work if students finish early they use tablets to work on Study Island until everyone has completed the lesson. If a Connected Math lesson requires frontloading teachers will use Study Island lessons, videos, and games to prepare the students.

Teacher
- During the Connected Math lessons teachers are required to allow students to carry out the lesson collaboratively with their peers with little guidance from the teacher. Creating a situation of self-discovery.

- 9:05 Five minute bell
- 9:15 Students transition to another class Reading
  - Carpe Diem
  Students are
  - Given a comic strip with the words in the last slot removed to help student begin to identify inference
  - Working on the reading comprehension strategies, inference, while reading Al Capone Does My Shirts.
  - Students use “sticky notes” to annotate key information as they read
- 10:10 5 minute bell
- 10:15 Nutrition break (6 support staff members doing supervision and 2 discipline staff members handling incentives and/or discipline issues)
  Students
  - Use this time to purchase a healthy snack
  - Use the restroom
  - Play
    - Basketball
    - On the apparatus
    - Tag
    - Football
    - Volleyball
    - Board games
    - Computer games
  - Are able to use their reward tickets to purchase school supplies and other prizes.
  - Receive tutoring from their teacher
  - Call their parents notifying them of poor grades, missing work, pending discipline forms changes in sports schedules, praise calls, etc
- 10:43 Whistle blows indicating
  Students should
  - Line up in alphabetical order
  - Uniform shirt tucked into pants (Regular uniform-burgundy or grey polo and black work pants / PD uniform-exercise clothing in solid black, white, grey, or burgundy)
  - Agenda in hand

Teacher
- 10:45 Students and Staff commence class
  Students go to Writing class
    - Carpe Diem
      - Are working on the Listening and Speaking portion of the Common Core Standards and Summarizing. They are given a graphic organizer designed by the ELA department called the Box Note Method. They are required to watch a video and take one word notes in each box that will later help them create a summary.

- 11:40 Five minute bell
- 11:45 Students transition to another class PowerMath
  - Carpe Diem

Students are
  - Working through Saxon Units based on an assessment they take approximately every 10-15 weeks
  - This lesson has to do with integers. Students go through examples using Math Department created Yellow Pages. This graphic organizer allows students to have a worked example as well as written directions. In this particular lesson students are using Saxon Based examples and collaborative designed examples based on the Math Departments creation of the lesson using the Japanese Lesson study format.
  - Students are given homework from the Saxon book. These problems pertain to the lesson discussed as well as previous lessons. Saxon is a revolving math program that aids students in learning new concepts while continuing to practice on concepts from previous lessons.

- 12:40 5 minute bell
- 12:45 Lunch break (8 support staff members doing supervision and 2 discipline staff members handling incentives and/or discipline issues)
  Students
    - Line up on the left side of the main building. Through the back they are served a family style meal. Students exit through the right side of the main building and head towards the covered lunch area.
    - Use the restroom
    - Play
      - Basketball
      - On the apparatus
      - Tag
      - Football
      - Volleyball
      - Board games
      - Computer games
      - During lunch the soccer field and additional basketball courts are open.
    - Are able to use their reward tickets to purchase school supplies and other prizes.
    - Receive tutoring from their teacher
    - Call their parents notifying them of poor grades, missing work, pending discipline forms changes in sports schedules, praise calls, etc

- 1:28 Whistle blows indicating
  Students should
Line up in alphabetical order
Uniform shirt tucked into pants (Regular uniform-burgundy or grey polo and black work pants / PD uniform-exercise clothing in solid black, white, grey, or burgundy)
Agenda in hand
Teacher
Takes paper attendance

1:30 Students and Staff commence class
Students go to Expository Content
Carpe Diem
Students are reading about the different types of Rainforest from the National Geographic’s Focus book. The book asks students to work on a My Notes section to help support recall until students need to answer comprehension questions.

2:25 5 minute bell
2:30 Students go to PE
Students
Change to PE uniforms during the first 5 minutes of class.
Stretch for the first 15 minutes
Students are working on cooperative learning games. Their task for today is to transport a marble across the soccer field using 5 teammates and PVC pipes. Students are given time to plan, given 1 first attempt then time to plan again before any further attempts.

3:25 Five minute bell
3:30 Students are dismissed.
Just a little over ½ of the students go home and the other (average daily attendance) 115 students stay on campus.
Student athletes are required to change into their athletic gear or sports uniforms during this time.

3:45
Tutors take attendance
Silent Reading begins

4:00
First hour of tutoring starts. Students start homework assignments based on the subject matter they have the most difficulty with. If students finish their homework prior to the end of the hour they must complete supplementary work in the subject matter they have the most difficulty with.
All athletes practice the first hour (volleyball, flag football, soccer, basketball)
Advanced are students attend class

5:00
All after school students take a break to have a nutritious snack.

5:15
Second hour of tutoring.
Some students will
- Continue to tutoring and homework help
- Go to the computer lab, play board games, or participate in physical activities, if they have completed their hour of academic time AND they are finished with their homework
• All athletes and artist who attended practice the first hour are required to be in tutoring the second hour.
  • 6:15 Student dismissal begins
  • 6:30 End of after school program. Any students who have not been picked up wait in the after school dismissal area.
MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).


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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School

Measurable Goals of the Educational Program

Refer to the chart in Element 1 for a broad and varied list of goals for the educational program, including some targeted at specific subgroups and various state priorities.
Measuring Pupil Progress Toward Outcomes: Formative Assessment

### ANNUAL ASSESSMENT TOOLS (“methods of measurement”)

<table>
<thead>
<tr>
<th><strong>Smarter Balanced Testing or CAASPP Results</strong></th>
<th><strong>Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>When this data becomes available, it will be sufficient and appropriate evidence of progress towards mastery of state standards.</td>
<td>See goals chart in Element 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Academic Growth over Time</strong></th>
<th><strong>Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This metric is provided by LAUSD and allows us to make comparison of the value added by the JJMS program in comparison with the expected performance of an individual student if they were attending a district school. This is an appropriate way to gauge our progress for the goal of exceeding the performance of local district schools.</td>
<td>We expect to meet or exceed district expectations on the AGT 1 and 3 year reports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Saxon Placement Test</strong></th>
<th><strong>Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment is produced by a reputable commercial vendor of educational materials. The result provides a grade level equivalent performance and indicates where in the Saxon curriculum a student should begin.</td>
<td>This tool is used for placement in initial ability groups in the first quarter of school. When we compare one year to the next, we expect to see more than one year's growth in grade level equivalency for 85% of our students.</td>
</tr>
</tbody>
</table>

### QUARTERLY ASSESSMENT TOOLS (“methods of measurement”)

<table>
<thead>
<tr>
<th><strong>Scholastic Reading Inventory</strong></th>
<th><strong>Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This test is administered during the first week of school and then at the end of Quarters 1, 2, 3 and 4. The results show the lexile level of text that a student can comprehend and then also gives a likely correlation of performance rank on state assessments (Advance, Proficient, etc). This test is produced by a reputable educational vendor who provides the research basis for the assessment system.</td>
<td>See goals in chart contained in Element 1</td>
</tr>
</tbody>
</table>
### Study Island software

This software provides Common Core standard aligned testing in ELA, Math, and California standards aligned assessment of Science and History. The online assessment using Study Island is administered during the first week of school and then at the end of Quarters 1, 2, 3 and 4. The results are given as likely correlation of performance rank on state assessments (Advance, Proficient, etc). This test is produced by a reputable educational vendor who provides the research basis for the assessment system.

See goals in chart contained in Element 1

### Saxon Unit Assessments

This assessment is produced by a reputable commercial vendor of educational materials. The results show a percentage of mastery for each lesson that was covered during a quarter. This material is aligned with Common Core standards relevant to numeracy and procedural knowledge.

We expect students to score 70% on 70% of the lessons tested. 70% is our cut point for our definition of "mastery".

### Connected Math quarterly assessments

This assessment is produced by a reputable commercial vendor of educational materials. The results show a percentage of mastery for each lesson that was covered during a quarter. The material in this curriculum aligns with complex cognitive tasks relevant to Common Core standards.

We expect students to score 70% on 70% of the lessons tested. 70% is our cut point for our definition of "mastery".

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### Data Analysis and Reporting

#### Timeline for Data Analysis Events

<table>
<thead>
<tr>
<th>WHEN</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>August Professional Development Retreat</td>
<td>For each major assessment listed in the chart above, teachers fill out a data analysis form that asks them to count how many of their students improved the expected amount and how many did not. The Principal calls on teachers to share this data out loud in front of the full faculty, and a chart is made on the front board. As a faculty, the group articulates what the numbers indicate as a summary of overall progress. Then the group articulates praise and goal statements based on the data.</td>
</tr>
<tr>
<td>Monthly During Friday PD from 1-4pm</td>
<td>Teachers from Math and ELA review the relevant scores from the assessments listed in the chart above. They prepare a written statement summarizing their conclusions and forward it to the full faculty and principal.</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| End of Each Quarter during a Friday PD session | The Principal reviews the Value Added Spreadsheet which shows all the assessment scores from the chart above for each individual student. The principal makes note of patterns of achievement for each ability group in each grade level. The Director of Special Education reviews the forms showing progress towards IEP goals that will be sent out with report cards and compares that data to the goals mentioned in Element 1.  

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

**Role of data analysis to inform instruction**

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

When data is disappointing, the faculty is guided into creating specific plans for improvement. Here are some examples of elements of an improvement plan. Some teachers of the content might research and select a specific training that they want to attend and then share the new strategies with the full faculty. A content group will used disappointing data to indicate which specific content standard should be selected for the next round of Lesson Study protocol. If a single teacher has disappointing data, the principal will coach them in developing an individual improvement strategy that will often include an exchange of observations with a more
successful colleague. As long as the teacher reacts with concern and a sense of urgency and responsibility, no reprimand or formal warning is issued.

If all teachers in a content area are unsatisfied with results and changes in pedagogy do not dramatically improve the results after a quarter, then the principal will guide them in evaluating the curriculum and selecting different or additional curriculum materials for the future.

**Role of data analysis to monitor and improve school performance**

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

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

**Role of data analysis for informing stakeholders of school performance**

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

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

Board members are also presented with quarterly and end of the year assessment data. Also, the goals enumerated in the LCAP are reviewed half way through the year and then again in early June. This information is an important part of the data needed for the Board's annual evaluation of the Executive Director.

**Grading, Progress Reporting, and Promotion/Retention**

A teacher should visualize grades with a philosophical framework. Most students who earn an A in a class should be able to get a Proficient on the state tests. If not, teachers should question how much alignment there is between the curriculum and the state standards. Homework should represent a low percentage of the overall grade. A typical student who has low-skills and struggles with the content, but works very hard should be earning some type of C grade. The amount of work assigned does not impact student learning so give the smallest amount of work possible to get the desired achievement. Quick cycles of feedback are more...
effective in improving student skills than large projects/assignments that take longer to grade. Quizzes with 3 questions and fast feedback are a better idea than 3 page tests that take a week to grade.

**Progress Reporting**
- Progress reports are issued monthly for students to carry home and teachers must verify a parent signature on this monthly report for each course.
- Report cards are mailed home at the end of each quarter and must be returned to the school with a parent signature within 5 days of the start of the new quarter, except for the year-end report card.
- IEP goal progress reports are included with the quarterly report cards.
- 8th grade students are given more frequent progress reports to carry home in the 4th quarter of school.

**Promotion/Retention Policy and Procedures**
Students with an IEP are promoted/retained in accordance with their IEP. James Jordan Middle School has developed a standards-based promotion policy in accordance with Assembly Bill 1626 (AB 1626), Ed. Code 48070.5(d)(1), which became law in September 1998. Students in grades K-9 are required to meet minimum identified criteria in order to promote to the next grade.

Students must earn an A, B or C grade to earn credit for a course. We do not offer “D” grades because students will not get into a four-year college with D grades. Any student who earns less than 70% in a class will see a “NC,” standing for No Credit, on their report cards. If a student receives a “NC” grade on a written report, his or her parent is expected to meet with the teacher of the class.

In order to pass on to the next grade, students must demonstrate mastery of the content as defined by state standards.

1. Mastery of each subject means students earn a passing grade (70% or above) in a class for three out of the four quarters.

2. In order to be promoted to the next grade, students must show mastery in 80% of their core academic classes: Reading, Writing, PowerMath, Mathematical ProblemSolving, Expository Content (Science/History).

3. One of these five classes where mastery is shown must be a math class.

4. Students must pass PE three out of four quarters to participate in any of the end of the year events including the Carnival and 8th grade culmination.

5. A student may be permitted to show mastery for promotion by substituting grades from an academic winter, spring, or summer school program (if being offered) in the needed content area.
Element 4 – Governance

GENERAL PROVISIONS

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).

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

James Jordan Middle School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of JJMS; governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with
applicable federal and state laws and regulations, including all applicable requirements of Cal.
Admin. Code, tit. 5, §§ 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local

**LEGAL AND POLICY COMPLIANCE**

James Jordan Middle School shall comply with all applicable federal, state, and local laws and
regulations, and District policy as it relates to charter schools, as they may be amended from time
to time.

Charter School shall comply with all applicable federal and state reporting requirements,
including but not limited to the requirements of CBEDS, CALPADS, the Public Schools

James Jordan Middle School shall comply with all applicable federal and state laws and
regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

James Jordan Middle School including its nonprofit corporation, shall promptly respond to all
inquiries, including but not limited to inquiries regarding financial records from the District, and
shall cooperate with the District regarding any inquiries. James Jordan Middle School including
its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without

James Jordan Middle School shall provide the District with current and accurate contact
information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related
to Charter School’s operations is received or discovered by the District, Charter School shall
cooperate with any resulting investigation undertaken by the District and/or the Office of the
Inspector General Investigations Unit.
NOTIFICATION OF THE DISTRICT

James Jordan Middle School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by James Jordan Middle School (JJMS). JJMS shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

TRANSFER OF STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
Governance Structure

Non Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

ORGANIZATIONAL CHART:

Board of Trustees including Parent Representative
- Executive Director
  - Board
  - Assistant Principal, Operations
  - Principal
    - Discipline Coordinator
      - Core Teachers including faculty elected Lead, Teacher
      - Administrators appointed Coordinators of Activities and Parent Relations
        - Teachers
        - Core Faculty
    - Parents
    - Office Manager
      - Clerical Staff
        - ELAC
        - School Site Council
    - Discipline Clerk
      - Discipline Coordinator
      - Discipline Clerk
      - Discipline Coordinator
    - Safety Officer
      - Safety Officer
      - ELAC
      - School Site Council
  - Directors of Special Education
    - RSP teachers
    - Para-pros
    - SpEd Vendors
    - Interns
    - Physical Plant Vendors
    - RSP teachers
    - Paraprofessionals
    - SpEd Vendors
    - Interns

Board of Trustees Responsibilities

1. Strategic Planning

2. Annual budget development and approval with follow up on implementation through the review and approval of an annual independent financial audit.

3. Selection and timely annual evaluation of the Executive Director
4. Approval of the School calendar

5. Review and annual approval of the School Emergency Management Plan

6. Facility master planning and School safety

7. School-Community relations

8. Adopting, evaluating and updating School policies consistent with the law and the School’s mission.

9. Involving the community, parents/guardians, students and staff in developing a common vision for the School focused on learning and achievement and responsive to the needs of all students.

10. Maintaining accountability for student learning by monitoring student progress through regular reports by the Executive Director or designee and of the annual approval of the LCAP.

11. Consulting with the Executive Director on his or her recommendations and acting upon them.

12. Exercising control of the School in accordance with the State and Federal Constitution, and applicable laws and regulations.

13. Following the adopted complaint procedures contained in School policy to handle parent, community or third party complaints or employee complaints.

14. Providing adequate housing, equipment, supplies and other facilities for the operation of the School.

15. Hearing communications, written and/or oral, from citizens and organizations on matters of administration, finance, organization, policy and program.

**Executive Director Responsibilities**

1. Hire, fire, discipline, mentor and evaluate the Principal and Assistant Principal

2. Macro-manage all projects and deadlines delegated to the Principal and Assistant Principal, especially setting priorities when the time of the Principal/Assistant Principal is limited.

3. Provide high quality professional development for Principal/Assistant Principal during weekly leadership meetings
4. Make strategic decisions regarding all legal issues including district, state and federal compliance, expulsions, IEP due process, construction/occupancy certification, authorizer relations

5. Create strategic plans for the continued improvement of operations, the physical plant, parent opportunities, and school climate

6. Strategic Planning for Student Achievement

7. Monitor student achievement data and feedback from classroom observations of teachers to design strategic plans for improvement to be carried out by the Principal/Assistant Principal and Director of Special Education

8. Create the Master Schedule and set appropriate hiring priorities
9. Keep up-to-date on relevant research on educational practices and for teachers/staff during the Summer Retreat

10. Develop and manage the budget and strategic fiscal resources including setting terms of employment and benefits packages

11. Manage board relations including communications, education and engagement

**Principal Responsibilities**

1. Hire, fire, discipline, mentor and evaluate the teachers and provide them with on-going professional development and motivational experiences

2. Raise student achievement

3. Design/implement Winter/Spring/Summer intersessions and Afterschool and Saturday programs

4. Manage curriculum and pedagogy including the selection of instructional materials

5. Facilitate constant data analysis

6. Guide the implementation of ability-grouping and differentiated pedagogy

7. Engage parents

8. Facilitate general parent meetings, ELAC and School Site Council

9. Parent communication including Handbook, report cards, etc.

10. Recruit resources for parent workshops and support services from outside agencies

11. Vigorous marketing and recruitment for new students.
12. Emergency Preparedness & Campus safety
13. Design school safety plans
14. Insure staff is trained for variety of emergencies
15. Mandated Reporter training and year-long mentoring of staff
16. Create a positive School Climate
17. Engaging students with rewards, enrichment activities, school spirit, field trips, etc.
18. Supervising the Discipline Coordinator in maintaining behavioral standards
19. Build positive community relations including landlord relations, service partnerships and Neighborhood Council

**Assistant Principal for Operations and Compliance Responsibilities**

1. Testing Coordinator
2. EL services management and redesignation
3. Hire, fire, discipline, mentor and evaluate the Office Manager
4. Supervise/Evaluate Director of Special Education and steer the Special Ed program
5. Supervise all HR processes and paperwork
6. Supervise onsite financial procedures
7. Manage records including enrollment documents, attendance, cumulative files, CNIPS, CALPADS
8. Migrant/Homeless Education coordinator

**Governing Board Composition and Member Selection**

**COMPOSITION**

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

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

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

As of July 1st, 2014 the following persons are members of the board:

**John Stoneburner** (Chair)
Director of Teaching & Learning at Teach For America - Los Angeles

**Fathia Macauley** (Treasurer)
Director of Business Development, Clearinghouse CDFI a non-profit lender

**Jessica LaBarbera** (Secretary)
Director, Strategic Innovation, Non-Profit Finance Fund

**Veronica Gandarilla** (Parent Rep)

**Janice Boafo**, a local resident of Winnetka, CA
Supervisor Community-based Prevention programs, Tarzana Treatment Center

**Lonnie Yancsurak, Ed.D.**
Director of Strategy at the Academy of Arts & Sciences, a charter school authorized by LAUSD

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

I. **Board Member Expectations.**

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

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

1. **Participate in Decision-Making.** I will stay informed about the organization’s goals and progress, ask questions, make requests and participate in decisions on issues, policies and other matters pertinent to organizational health. I will review the JJMS financial statements, asking for clarification where necessary and raising questions when in doubt. It is the staff’s responsibility to provide these financial statements in a timely manner and to be available at meetings to respond to questions.
2. **Participate in the operation of JJMS.** I will take a leadership role on at least one Board Committee, hold an officer role, or contribute meaningfully to the operation of JJMS. Committees divide the Board’s workload, keep Board meetings short and efficient, permit decision-making between meetings, facilitate learning and satisfaction, and allow members to develop or use their expertise. Committee chairs set meeting times and agendas. Task forces and ad hoc committees are constituted as needed.

3. **Avoid Conflicts and Behave in an Ethical Manner.** I will always represent the best interests of the organization, publicly and privately. I will immediately disclose any conflict of interest to the Board and the ED and excuse myself from discussions and votes where there may be a conflict of interest. I will maintain the confidentiality of any information provided to me by the organization.

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

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

4. **Comply with the Brown Act.** I will abide by the open meetings law [C.R.S. 24-6-401 through 402]. The opening meetings law states that anyone discussing board business, policy, actions, resolutions, etc. with anyone else on the board, except at regularly scheduled meetings, is illegal. "Meeting" with another board member is defined as communication through person, telephone, or any other means. Confidentiality law is also outlined in this section of the statute. Personnel matters, individual students, and negotiations are confidential by law.

5. **Be an Advocate.** I will make best efforts to attend a variety of JJMS programs and events throughout the year so that I am knowledgeable about the organization’s activities. I will represent the organizations’ work and values to the community, act as a spokesman and bring at least two guests to a JJMS event.

6. **Make an Annual Personal Financial Contribution.** It is important for JJMS to be able to state that all board members contribute personally to the organization. I will make an annual personal financial contribution of a personally meaningful amount. If these funds are to be directed other than to the general operating needs of the organization, I will first secure the approval of the Executive Director.

7. **Take an Active Role in Fundraising.** In addition to making a personal contribution, I will make introductions of potential funders and supporters and will provide in-kind services, as appropriate, above and beyond my service as a board member or committee member.

**II. Legal Obligations.**

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

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

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

(i) Review and approve annual budget.
(ii) Review periodic financial statements.
(iii) Adopt mission statement and business plan.
(iv) Review personnel policies and set compensation levels.
(v) Hire and monitor officers and senior staff (e.g., Executive Director, Program Officer).
(vi) Maintain minutes and attendance records for board meetings.
(vii) Periodically ensure that legal requirements are met for corporate existence, non-profit status and payment of payroll and other taxes.
(viii) Remain well informed on all important matters involving the corporation

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

SELECTION CRITERIA AND ELECTION PROCESS

The following is the relevant language from the By-Laws:

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

"NOMINATIONS BY COMMITTEE. The Chairman of the Board of Trustees or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Trustees at least thirty (30) days before the date of any election of Trustees. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Trustees may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee."

PROCEDURE FOR NEW BOARD MEMBERS

1. Any interested individual may submit a resume and contact information to the Board President or Executive Director asking that they be considered for board membership. The Candidate will be offered a tour of the campus by a member of the school leadership.
2. A member of the JJMS Board will contact the interested party, send the Board Expectations draft policy (to be ratified in May 2014), and conduct an interview following the questions listed on the Board Candidate Survey.

3. The board member who conducted the interview will write up the answers to the questions on the Guide. At the conclusion of the form, the interviewer will write a summary recommendation as to whether or not s/he believes the applicant would make a valuable contribution to the school.

4. This report will be submitted to the Executive Director at least 10 days before any vote on membership is scheduled to take place. The ED will insure that the report is transmitted to all board members at least 7 days before a membership vote is scheduled to take place.

**Governance Procedures and Operations**

JAMES JORDAN MIDDLE SCHOOL

**BOARD POLICY approved on 8-26-13**

The James Jordan Middle School Board of Directors shall comply with the Brown Act and other applicable laws of the State of California with regard to open meetings and Board agendas.

**Preparation of School Board Agenda**

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

**Agenda Posting**

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

**Agenda Distribution**

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

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

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

**Executive Director Duties Concerning Agendas**

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

2. The Executive Director shall include on the agenda items which relate to School business as are requested for inclusion by members of the Board. The Executive Director shall consult with the Board Chair prior to drafting the agenda to ensure that all Board member requested items are included on the Board agenda.

3. The Executive Director is responsible for preparing all supporting information which may accompany each agenda topic originating from the administration or the Board.

**Requests for Agenda Items**

1. A citizen may request that a topic directly related to School business be placed on the agenda. The Executive Director in consultation with the Board Chair shall determine whether the citizen request is or is not an item directly related to School business. Further, citizen-requested items may not be placed on the agenda if the item(s) are repetitive of a previous item placed on an agenda and considered by the Board.

2. Requests for items to be included on the Board agenda by the Board or Board members, School employees or citizens shall be in writing and submitted to the Executive Director’s office seven (7) working days prior to the next regularly scheduled Board meeting.

3. Members of the Board or the Executive Director may request that a topic be placed on the agenda which has been recently considered and acted upon by the Board providing there is new and relevant information on the topic, but only for the purpose of the Board deciding whether or not to reconsider the agenda topic, it shall do so at the next regular Board meeting.

4. Citizens who request to have a topic on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board’s handling of the topic at the Board meeting.
Board Action/Voting

1. The Board may only take action on items formally listed on the School Board agenda except in emergency or other circumstances as authorized by law.

2. When there is a tie vote on the agenda topic under consideration, the item shall be resubmitted to the Board at its next regular meeting.

JAMES JORDAN MIDDLE SCHOOL BOARD POLICY
adopted 8-26-2013

Regular and Special Board Meetings

Regular Meetings

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

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

Special Meetings

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

Notification of Meetings

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

Meetings Open To The Public

A. Open Session
   All meetings of the Board shall be open to the public except Closed Sessions, as authorized by law.
B. **Presentations to the Board/Agenda Items**
Any person may address the Board concerning any item on the agenda by filling out a speaker’s card prior to the start of the meeting, the person will be granted 3 minutes to speak or 6 minutes if translation is needed. The Chair of the Board may grant additional time for an individual to address the Board if circumstances permit. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board.

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

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

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

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

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

**Minutes of Board Meetings**

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

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

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

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
• Original copy of all budget transfers;

• Copies of any document determined by the Board of Trustees to be attached to the official minutes; and

• Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board of Trustee action.

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

**Quorum Requirements**

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

**Stakeholder Involvement**

**GENERAL PARENT OPPORTUNITIES**

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

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

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

JJMS holds a monthly parent meeting in both English and Spanish. Members of ELAC and SSC (see full description below) present summaries of the committee meetings. Administration provides information about Common Core State Standards, LCAP and other technical elements of public education. Teachers provide information about class projects and events.

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

**SCHOOL SITE COUNCIL**

JJMS School Site Council

James Jordan Middle School has established the JJMS School Site Council. Hereinafter, this school site council may be referred to as the council.

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

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

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

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

Size and Composition

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

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

ENGLISH LEARNER ADVISORY COMMITTEE

JJMS invita a todos los padres a participar en la primera reunión del Comité Asesor de Estudiantes aprendices de Inglés. El 3 de diciembre, a las 5 pm, los padres de los estudiantes aprendices de inglés elegirán un comité en conformidad con las normas que se describen a continuación. Los padres de los alumnos que no sean aprendices de inglés podrán participar en esta reunión, pero no podrán elegir a los miembros del comité.

Comité Asesor de Padres (ELAC)
Comité de padres, personal docente, y miembros de la comunidad responsable de dar recomendaciones a la administración escolar sobre servicios y programas para los aprendices del inglés.

Requisito: Cada escuela pública en California, del kindergarten al grado 12, con 21 o más aprendices del inglés debe de formar un Comité Asesor de Padres de Alumnos Aprendices del Inglés.

Responsabilidades

1. El ELAC debe de ser responsable de aconsejar al director y al personal docente sobre los servicios y programas para los alumnos aprendices del inglés y al Concilio Escolar en el desarrollo del Plan Escolar (SPSA).

2. El ELAC debe de asistir a la escuela en el desarrollo de:
   a. La encuesta sobre las necesidades de la escuela.
   b. La administración del censo anual de idiomas.
   c. Las maneras de cómo la escuela puede comunicar a los padres la importancia de la asistencia de sus hijos a la escuela.

Requisitos de Composición
1. En el comité, padres de alumnos aprendices del inglés deben de formar por lo menos el mismo porcentaje en el ELAC que sus hijos representan en la población de estudiantes de la escuela. Por ejemplo, si 25 porciento de los estudiantes en una escuela son aprendices del inglés, entonces los padres o tutores de los aprendices del inglés deben de formar no menos del 25 porciento de la miembrecia del comité.

2. Otros miembros del ELAC pueden ser padres o tutores, personal docente de la escuela, y/o miembros de la comunidad, ya que se mantenga el requisito del porcentaje mínimo de padres de aprendices del inglés.

3. Todos los padres de alumnos aprendices del inglés deben de tener la oportunidad de elegir a los miembros del comité asesor de la escuela o subcomité.

Capacitación

El distrito debe proveer para todos los miembros del comité ELAC:

1. Capacitación apropiada y materiales para ayudar a cada miembro a cumplir con sus responsabilidades legales.

2. La capacitación debe planearse siempre con plena consulta de los miembros del comité ELAC.

3. Los fondos para programas basado en la identificacion de familias de bajos recursos/de dominio limitado en ingles (EIA-LEP) y/o los fondos generales del distrito pueden utilizarse para cubrir los gastos de capacitación y asistencia de los miembros del ELAC. Esto puede incluir gastos asociados con el cuidado de niños, servicios de traducción, transportación, comedas, y otros gastos razonables.

JJMS invites all parents to participate in the first meeting of the English Learner Advisory Committee. On XXXX (changes annually) the parents of English learners will elect a committee in accordance with the rules described below. Parents of non-EL students may participate in this meeting but will not elect members.

Requirement

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

Responsibilities

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

Composition Requirements

Requirements for ELAC elections include:
   1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school’s total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.

   2. Other members of the ELAC can be parents/guardians, school staff, and/or community members, as long as the minimum percentage requirement for EL parents is maintained.

Elections

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

Training

   James Jordan Middle School shall provide for all ELAC members:

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

   2. Training planned in full consultation with ELAC members.

   3. Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.
Element 5 – Employee Qualifications

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**NCLB AND CREDENTIALING REQUIREMENTS**

James Jordan Middle School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Employee Positions and Qualifications**

*Executive Director (see job description in Governance section near organizational chart)*

- Negative TB test and clearance by the Department of Justice
- 5 years of relevant experience in a management position at a charter school
- Graduate degree in education or relevant field
- Proven track record of improving student achievement in a Title I school
- Proven track record in managing a multi-million dollar budget with clean annual audits

*Principal (see responsibilities in Governance section near organizational chart)*

- Negative TB test and clearance by the Department of Justice
- Graduate degree in education or related field
- Minimum of 2 years experience in instructional leadership in a Title I charter school
- Experience with evaluation of credentialed staff
- Track record of raising student achievement with Title I and EL student populations
- Knowledge of academic language pertaining to pedagogy and curriculum
- Expert interpersonal skills, Spanish bilingual preferred
Public speaking and marketing skills
Excellent rapport with parents and students

**Assistant Principal** (see responsibilities in Governance section near organizational chart)

Negative TB test and clearance by the Department of Justice
Graduate degree in relevant field
Experience in managing detailed projects with complex compliance requirements in a public school setting.
Experience supervising, developing and evaluating staff
Experience with selection and oversight of 3rd party vendors
Ability to write comprehensive policy documents for school management
California Teaching Credential or HR certification
Knowledge of PowerSchool, Excel, and advanced word processing
Knowledge of jargon pertaining to public school compliance
Outstanding attention to detail
Conversational Spanish preferred

**Director of Special Education**

This is a full time exempt administrative position with the primary purpose of insuring the academic success of students with IEPs and 504 plans. This person monitors the consistent delivery of all services specified in IEP and 504 plans, by supervising the vendors, RSP teachers and paraprofessionals who deliver services. This person also insures that all documentation and protocols associated with IEPs and 504 plans are in full compliance with SELPA policy, state and federal laws.

Negative TB test and clearance by the Department of Justice
California Educational Specialist Credential with at least 2 years of classroom experience
Experience in managing detailed projects with complex compliance requirements in a public school setting.
Expert level knowledge of Welligent and MiSiS
Ability to mentor and evaluate staff
Ability to read and comprehend complex legal and government issued documents

**Core Subject Instructors**

This is full time exempt position with the primary purpose of serving as the teacher of record for a core/college preparatory class in accordance with the California Standards for the Profession of Teaching and the JJMS policy manual.

Negative TB test and clearance by the Department of Justice
California Teaching Credential appropriate to specific course assignments; highly qualified status
Ability to reflect on their own teaching following data analysis or observation
Commitment to the JJMS school culture and policies
**Assistant Teachers**
This is a non-exempt, at-will, full-time hourly job with a primary purpose of providing academic and behavioral support for students inside the classroom. This person will execute learning activities delegated to them by the teacher of record.

- Negative TB test and clearance by the Department of Justice
- California Substitute Teaching Credential
- Minimum of 2 years of classroom experience with Title I students
- Spanish bilingual preferred

**Paraprofessionals**
This is a non-exempt, at-will, part-time hourly job with a primary purpose of providing supervision for student activities inside and outside of the classroom. This person will execute learning activities under the direct supervision of a credentialed teacher.

- Negative TB test and clearance by the Department of Justice
- Minimum of two year of college experience for NCLB qualifications
- Ability to pass basic skills test
- Experience working with students or additional academic qualifications

**Discipline Coordinator**
This is a non-exempt, at-will, full time hourly job with a primary purpose of managing the paperwork and parent communication for the Schoolwide Positive Support program. This employee gathers information regarding discipline incidents, assigns consequences for minor infractions, and supervises the academic activities of students who are in the discipline area.

- Negative TB test and clearance by the Department of Justice
- California Substitute Teaching Credential
- Bachelor's degree in relevant subject, such as child development, psychology or education
- Experience working with Title I students in a public school
- Knowledge of JJMS school culture
- Fluent in written and spoken Spanish

**Office Manager**
This is an exempt full time, at-will, job with a primary purpose of managing all functions of a busy public school main office including Accounts receivable, student records, vendor invoices, cash handling and managing parent requests.

- Negative TB test and clearance by the Department of Justice
- Bachelor's degree
- Fluent in written and spoken Spanish
- Minimum of 2 years working in high pressure setting with intensive public contact
- Proficient with Microsoft Office applications
- Relevant experience with cash handling and basic accounting
Administrative Assistant to the Senior Staff
This is a non-exempt, at-will, full time hourly job with a primary purpose of carrying out complex clerical tasks at the specific direction of the Senior Staff (Executive Director, Principal and Assistant Principal).

- Negative TB test and clearance by the Department of Justice
- Bachelor's degree
- Fluent in written and spoken Spanish
- Minimum of 1 year working in a high pressure setting with deadlines
- Proficient with Microsoft Office applications

Office Clerks
This is a non-exempt, at-will, full time hourly job with a primary purpose of providing basic clerical services in the main office including reception activities and handling student records.

- Negative TB test and clearance by the Department of Justice
- Minimum of 2 years working in high pressure setting with intensive public contact
- Some experience working in a classified position at a public school
- Experience with Microsoft word and Excel
- Fluent in written and spoken Spanish

Campus Safety Officer
This is a non-exempt, at-will, full time hourly job with a primary purpose of monitoring and managing student and parent safety during school events.

- Negative TB test and clearance by the Department of Justice
- Fluent in written and spoken Spanish
- Minimum 2 years experience interacting with parents in a public school setting
- Active Shooter scenario training
- First Aid and CPR certification
- Minimum 2 years experience organizing events/activities in a public school setting
- Basic maintenance skills for minor repairs

After School Education and Safety Tutors
This is a part-time at will hourly position with the purpose of providing academic support and enrichment to students enrolled in the afterschool program.

- Negative TB test and clearance by the Department of Justice
- Minimum of two year of college experience for NCLB qualifications
- Ability to pass basic skills test
- Experience working with students or additional academic qualifications
Element 6 – 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).

HEALTH, SAFETY AND EMERGENCY PLAN

James Jordan Middle School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. James Jordan Middle School shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

James Jordan Middle School including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be
required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**SAFE PLACE TO LEARN ACT**

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

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The comprehensive set of policies is available at the school site for review.

The following is a summary of the health and safety policies of the Charter School:

**Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

**Immunizations**

In addition to the requirements listed above, all rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

**Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

**Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.
Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

James Jordan Middle School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s discrimination and harassment policies.
Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

COURT-ORDERED INTEGRATION

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

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

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

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

The District and James Jordan Middle School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). James Jordan Middle School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending James Jordan Middle School shall have the right to continue attending James Jordan Middle School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to James Jordan Middle School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.
James Jordan Middle School shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. James Jordan Middle School shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at James Jordan Middle School under the NCLB-PSC program increases in subsequent years, James Jordan Middle School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, James Jordan Middle School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. James Jordan Middle School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. James Jordan Middle School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

- Complete and submit Local Education Agency (LEA) Plan to CDE
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

James Jordan Middle School also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

RACIAL AND ETHNIC BALANCE

Recruiting at-risk students is a priority for JJMS. We have formed good relations with local elementary schools including Winnetka Elementary, Limerick Elementary, Sunny Brae Elementary, and Calahan Elementary. In order to insure smooth transition of services we have attended IEP meetings for incoming 5th grade students at several of the local district schools. We hold orientation meetings January through May that are advertised in low-income neighborhoods and at various district schools. Outreach flyers and informational sheets that are being distributed include Spanish language versions and include a phone number that provides access to a Spanish-speaking staff member for further questions.

In 10 years of operation, JJMS has never had less than 70% students of color and since year two of our operations, we have never had less than 70% low income students. We believe that our recruiting plan is therefore adequate.
**Element 8 – Admission Requirements**

**McKinney-Vento Homeless Assistance Act**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**Non-Discrimination**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

**Admission Requirements**

Parents or guardians must submit a lottery application form for each student that desires admission. The admissions requirements are that the student is not under an expulsion order that has not been lifted through the successful completion of the documented rehabilitation plan and is a resident of California.

**Student Recruitment**

JJMS conducts an annual program of outreach and education to provide parents in the community with information about public school choice. Presentations are made to students and information provided to parents at LAUSD elementary schools within our local geographic area whenever the principal of the LAUSD school will permit such information to be provided. Sunny Brae, Limerick, Winnetka and Calahan Elementary schools all permit the regular distribution of such information.
Additionally, JJMS employees distribute multi-lingual flyers in areas where local parents are likely to be available. JJMS conducts a series of open-house orientation events that are widely publicized using local newspapers, flyer distribution and direct mail to local residents.

Admission Policy

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

James Jordan Middle School shall require students who wish to attend the Charter School to complete a Lottery Form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing ("Lottery")

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

Preference is extended to District residents.

Preference is extended to siblings of currently enrolled students and to immediate family members who live in the same household. The definition of immediate family shall include first cousins who live in the same domestic residence as an enrolled JJMS student and for whom the parents/guardians shall be listed on the emergency card of both the enrolled JJMS student and the applicant who would be given preference. The purpose of this preference is to maximize
resources for low-income families who live together and may need to share transportation and parenting obligations.

Preference is extended to the children of JJMS staff including teachers, paraprofessionals, classified staff, administrators and members of official councils (ELAC and SSC) and to the children of the JJMS Board of Trustees. This preference shall not exceed 10% of the total enrollment. The purpose of this preference is to maximize the availability of parents/guardians as part of the school community. Also, this preference allows parent/guardians who are often on campus to be in close proximity to their own children to allow easier execution of parental duties while minimizing the impact on school operations. For example, if a parent had to travel to another campus to pick up their student or to meet with a teacher, there would be a negative impact on the child, the parent and the operations of JJMS.

APPLICATION PROCEDURES AND LOTTERY INFORMATION

RULES FOR APPLICATION
• To avoid any complaint that materials were lost in the mail or that the school did not receive an email that the parent states that they did send., all application materials must be hand delivered to James Jordan Middle School 7911 Winnetka Ave., Winnetka, CA 91306 between the hours of 8:30am and 4:00pm or any additional hours indicated on the cover page of the enrollment packet. (In addition you may wish to visit the JJMS calendar via www.jamesjordanms.com for relevant dates and times).

• The person submitting the application must either be the parent or guardian of the applicant child or carry a signed written statement from the parent or guardian designating a person over the age of 18 as being the authorized agent to submit the materials on behalf of the parent or guardian.

• The JJMS staff member who receives the application shall, in the presence of the applicant, time stamp the document and give the parent/guardian/agent a time stamped receipt which shall show the name of the staff person who accepted the application materials. The parent/guardian/agent shall keep this receipt in case there is any dispute about whether or not the materials were received before the enrollment deadline.

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

☐ By the enrollment deadline (ex: March 12, 2014 @ 4pm), the administration of JJMS shall publish on the front gate and on the school website how many spaces are available for each grade level.

☐ If on the day of the enrollment deadline (ex: March 12, 2014 @ 4pm), the number of applicants exceeds the number of available seats for any particular grade, a random public lottery, must be held (Lottery scheduled for March 15, 2014 @ 10 am).
If James Jordan Middle School receives a greater number of applications than there are spaces for students on the date of the publicly posted enrollment deadline, in which case each application is given equal chance of admission through a public random drawing process. Siblings and the children of employees shall be given preference for admission. This may mean that a sibling or employee's child is admitted ahead of any other candidate on any established waiting list.

LOTTERY PROCEDURES:
1. At the time of the lottery (March 15, 2014 @ 10am), the sheet called "Lottery Application" for each child applicant will be placed in a box. As each form is placed in the box, it will be checked against the receipt book, which has duplicates of the proof of submission given when the application was submitted. This process will guarantee that all the applicants have been included in the appropriate lottery box. A member of the Board of Trustees will be present for the Lottery to provide additional assurance that the procedure is fair and public.

2. The school will publish the date, time and location of any public lottery that is required. The 2014 lottery is scheduled for March 15, 2014 @ 10 am at James Jordan Middle School 7911 Winnetka Ave, Winnetka, CA 91306. It will inform all applicants of this information at least 7 calendar days before the lottery date by two methods which may include a flyer/notice mailed to the address given on the application and an automated phone call to the number listed on the application.

3. During the public lottery, every application will be drawn and numbered in the sight of the audience at the lottery. Parents who choose to attend the lottery will be given a certified copy of their waiting list number at the lottery.

4. Following the lottery, an automated phone message or a live phone call will be made to the phone number listed on each application. If there is no answer, two further attempts will be made to call the number during the business day that follows the public lottery. This message will either offer admission or it will announce that the applicant has been placed on the waiting list. A record will be kept of these calls including the date, time, number attempted and the staff member placing the call.

5. If an applicant is told they have been placed on the waiting list, the message will include their waiting list number. A copy of the waiting list number certification will be mailed to all wait-listed applicants who did not attend the lottery.

6. Applicants who are offered admission by message or call will have 48 hours to make contact with the school to confirm their acceptance and submit a complete enrollment packet. Partially complete enrollment packets WILL NOT BE ACCEPTED BY JJMS STAFF. The JJMS staff member who receives the application shall in the presence of the applicant time stamp the document and give the parent/guardian/agent a time stamped receipt which shall show the name of the staff person who accepted the application materials. The parent/guardian/agent shall keep this receipt in case there is any dispute about whether or not the materials were received before the enrollment deadline. At the end of 48 hours, the school will mark the application "Declined" and make an offer to the next student on the waiting list.
7. Applicants who are on the waiting list can check the school website and the outside gate of the school for frequent updates regarding which waiting list numbers have been offered admission. The office staff will NOT offer any information regarding any individuals place on the waiting list over the phone or in person. Parents/Guardians should not call or drop in to inquire about the waiting list unless they are merely informing the staff that the website information is not accessible or that the information is not posted on the gate.

8. Any applicant who was accepted before the first day of school must attend the first day during the first period to be officially enrolled. If a student is absent on the first day for a legally excused reason, the parent/guardian must contact the school before 9:00 am on that first day to confirm that they do plan to attend. If the applicant cannot prove a legal excuse for absence on the first day of school, JJMS will assume they are declining their offer of admission and the school will offer the space to the next student on the numbered waiting list.
Element 9 – Annual Financial Audits

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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

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

In addition:

i. P1, first week of January
j. P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

1. The Executive Director is responsible for contracting with an accountant to conduct the required annual financial audit.

2. The Executive Director, Prinicpal and On-site Financial Manager are responsible for working with the auditor to complete the audit.

3. The school will consult the State Controller’s list of approved auditors when selecting a firm to conduct the charter school audits.

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

5. The Executive Director is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions
within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

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

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

The independent financial audit of the Charter School is a public record to be provided to the public upon request.
Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

**OUTCOME DATA**

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

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

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

**REINSTATEMENT**

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

**GUN FREE SCHOOLS ACT**

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

**DISCIPLINE FOUNDATION POLICY**

**COMMON GOALS**

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

LIMITING THE LOSS OF INSTRUCTIONAL TIME

Our in-school suspension program does not represent a loss of instructional time and complies in every way with the recommendations for such a program found in Ed Code Section 48911.1 and 48911.2. Additionally, our program fulfills all the requirements set forth by the Modified Consent Decree.

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

We also limit the types of offenses for which out-of-school suspensions are assigned. Even if an offense merits an out-of-school suspension due to its disruptive or serious nature, we meet with parents to offer alternatives to such suspension (attachment entitled Discipline Action Plan). For example, we have a Saturday school program. Parents may choose to bring their child to two sessions of Saturday school to remediate some offenses that are serious enough to rate an out of school suspension.

PROACTIVE STRATEGIES TO ENCOURAGE PROSOCIAL BEHAVIOR

We want our students to see that their lives are better when they become productive citizens of our school. We want them to experience advantages and privileges for academic achievement and good behavior. The principle of intermittent positive reinforcement is the most effective form of behavior modification (Cooper, Heron & Heward 2007). To help teachers carry out this practice, we have a school wide system of reward tickets and forms. Repeated studies indicate that a token economy, particularly when used in school-wide implementation, is a profoundly effective strategy to modify behavior (Zlomke and Zlomke 2003) (Hulac, Terrell, Vining & Bernstein 2011).
All staff members use our token economy, tickets, to reward students for low stakes practice, random acts of kindness, following routines without adult prompts, etc. Students exchange tickets for prizes such as school supplies, stress balls, gadgets, and sweet treats. A higher level of reward is given in the form of our “Right Forms.” (Attachment “RIGHT/EASY forms”) The form gives students a list of traits that encompass JJMS’s 3 pillars and reminds students of the types of behavior that demonstrate the spirit of JJMS. Students, teachers, and administrators work together to develop reward contracts. Reward contracts are given to students who are having difficulties with particular aspects of their behavior. The contract lists the behavior the child should try to avoid and the incentive that could be earned if successful. The child and administrator set a reasonable time limit. In addition, we offer sensory breaks to students who have difficulty concentrating in class. Depending on the student’s needs, a child may be given or asked to take a break anywhere from once every thirty minutes up to every 10 minutes. Students are allowed to have a cognitive break or perform a physical activity.

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

Students recite the Carpe Diem, a statement based on JJMS’s three pillars, on a daily basis as a reminder for them to behave in a scholarly manner and a reaffirmation that they have the power to be successful as long as they have the will to work hard. In addition, we provide our students with opportunities to interact with motivational speakers like Luis J. Rodriguez, author of Always Running and Troy Campbell from Troy Boy International and to participate in events like hearing Maya Angelou speak at the Pasadena Conference Center. Seeing people who also come from economic challenges reach idealistic goals inspires our kids. We also believe that it is critical for students to visit university campuses. It's hard to commit to a goal that you can't visualize. If you have never been to a college campus, it can be daunting to contemplate enrolling. We invite parents to attend the field trips and enrichment festivals on college campuses. Having parents accompany students helps form family support for these higher education goals. In partnership with organizations such as the Tarzana Treatment Center and Carol White Foundation, we are able to offer workshops for parents on adolescent development. Parents are given to tips about how to talk to their children about managing their anger, dealing with peer pressure as it pertains to drugs and other topics, social media sites, etc. JJMS has general parent meetings with over 100 parents in attendance every other month. Besides the general day-to-day school information, we talk to parents about hot topics affecting adolescents.

VIGOROUS RESPONSE AND MONITORING FOR MINOR ISSUES TO PREVENT ESCALATION

Warnings, statements promising a negative result for the next time an action is taken, are generally a very bad idea. Human minds are sophisticated pattern analyzers and research shows that a failure to respond adequately to an action immediately creates an impression of acceptability even if a massive consequence is applied at a more distant time. The consequence
can be small if it is immediate (Stewart and Martin, 1994). Therefore, JJMS holds a commitment to making a formal documented response to every unacceptable behavior. This philosophy of "Sweating the Small Stuff" is a research-based practice which can be found in many scholarly articles (Livermore 2009). This article asserts that Zero Tolerance policies are based on a misinterpretation of research and are improperly implemented to achieve the desired effect. But, the article and the body of research it draws upon, does emphasize the critical value of significant response to all forms of unacceptable behavior. Students are well aware of the fact that schools have the power to suspend so the students take special note of when and if this power is exercised. Exercising the power to suspend too frequently or not frequently enough are equally damaging to the students’ belief in the discipline system of a school.

Thus, at JJMS, when staff sees unacceptable behavior, they must assign an immediate consequence. Our school uses discipline notices that remind students that they are “Doing What is Easy.” (Attachment “RIGHT/EASY” forms). The use of this type of response to misbehavior is recommended by researchers who offer blueprints for superior school discipline systems (Sugai, Sprague, Horner & Walker 2000). The form allows for a non-emotional documentation system of minor and/or major offenses. The form is prepopulated with a list of unacceptable behaviors. Students know ahead of time the types of actions that will result in the need for an intervention. There is a list of interventions to help the staff deescalate the negative behavior. Our school’s discipline slips require a signature from the staff member, student, and parents. Students are given three opportunities to rectify their behavior before higher levels of intervention are needed. Some offenses constitute immediate need for higher levels of intervention. As an alternative to suspension, we offer an alternative educational setting. Students are required to complete academic work given by their teachers in Math, ELA, Science, History, and Physical Education based on the Common Core State Standards. They have one hour to complete work in each subject matter. If an offense requires an even higher degree of intervention, students are required to complete work using the computer-based Study Island Program in addition to bookwork.

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

The principal conducts group discussions with relevant students or parents to address behavior interventions, and the principal often includes teachers, the school psychologist with a PSP type of credential or Licensed Clinical Social Work interns from the USC Graduate School of Education to provide additional connection with students or professional expertise. This form
of intervention is very time consuming but in most cases produces worthwhile results. Sessions
are held when groups of more than 3 students are in conflict with each other. Students are given
the opportunity to fill out an Incident Report for any major offenses, major conflicts, are feeling
like someone is bullying them and/or anytime they express disagreement with a discipline notice.
For the purpose of conflict resolution the form allows the students to say their side of the story.
All the students involved sit in a conference style setting. The students are allowed to have a
dialogue and address statements made by their peers. Students have an understanding that the
goal is to have a conversation with a mutual respect for each other. The conclusion of the group
session is for them to realize that they don’t have to like each other but do have to respect each
other. Students are given sentence starters to keep the conversation productive. Depending on
the results of both individual and group interventions, we give parents the option of having their
child meet with our social worker to help students deal with emotional issues.

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

Keeping parents constantly informed and in communication with JJMS staff is important
to help build a partnership that ensures the rehabilitation and success of our students. Parents are
called on to work with administration to create a plan that involves consequences best suited for
the student. In lieu of a suspension, we offer parents alternatives. Options include spending time
on campus in an Alternative Educational Setting (AES), behavior contracts, attending school
with their child for one or more days, shorter AES with Saturday school, and attending
intervention programs (Project Alert given by the Tarzana Treatment Center). We send out
letters to parents with students, by US mail, and by email. We ask parents to come to school and
sit with their child. We host group meetings with the parents of students who are in conflict,
general parent meetings, and individual parent conferences. Parents have the ability to request a
conference at any time. JJMS does not have a specific week for parent conferences. ALL grade
level teachers attend parent conferences. They document the discussion, goals, and expectations
from the student, parent, and teachers. Every time a student receives consequences for
committing a major offense, the parent receives a phone call. Phone blasts are made as
frequently as necessary to alert parents when JJMS knows of a potential source of discipline
problems like e-cigarettes, conflict on social media sites, and/or students arranging to meet at the
local park.

TARGETING SUPPORT SERVICES TO STUDENTS WHO INCUR FREQUENT
DISCIPLINE NOTICES

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

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

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

OVERSIGHT OF ADMINISTRATION OF DISCIPLINE PROCEDURES

The level of training that we provide for all staff also reduces the possibility of inconsistent application of strategies to students. One of the concerns that is raised by the Texas study that is cited in the Notice to Cure is the possibility that individual administrators are able to apply disciplinary measures in inconsistent and unpredictable ways. This concern is answered by our procedures. First, every disciplinary action is documented in detail. Second, the monthly panel reviews ensure that the overall impact and scope of the system is constantly reviewed and that no one person can act alone in the implementation of our system of behavior modification.
All discipline decisions are reviewed by the monthly panel. Serious suspensions, those that are on the list of required causes for suspension, are brought to the attention of the JJMS Board.

**BIBLIOGRAPHY**


**Grounds for Suspension and Expulsion**

**SUSPENSION AND EXPULSION POLICY AND PROCEDURE**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the noncharter schools’ list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction
of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

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

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property.

   g) Stole or attempted to steal school property or private property.

   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,
smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Directly related to a school or personal safety issue, student refusal to comply with the valid instructions of teachers, administrators, school officials, or other school personnel engaged in the performance of their duties when such instructions are stated directly to the student group or group of students of which the student was a member.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person
threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students or staff member to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive."

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Directly related to a school or personal safety issue, student refusal to comply with the valid instructions of teachers, administrators, school officials, or other school personnel engaged in the performance of their duties when such instructions are stated directly to the student group or group of students of which the student was a member

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
t) Intentionally harassed, threatened or intimidated a student or group of students or staff member to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Board of Trustees that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

Suspensions shall be initiated according to the following procedures:

1. Conference

   Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

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

   At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension with a total of twenty (20) school days of suspension in a school year. If a parent or guardian disagrees with the suspension, the parent or guardian may include a written statement of his or her objections to the suspension. Any such statement shall be submitted within thirty (30) days of the last day of the pupil’s suspension. The statement shall become part of the pupil’s school record unless the suspension is changed or removed as a result of the objection.
Upon a recommendation of expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

D. Authority to Expel

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

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

E. Expulsion Procedures

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

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion.

Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

**F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations.
that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness
shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send, by mail, written notice of the decision to expel, including the Administrative Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the
student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. Appeals must be submitted in writing within five (5) school days of the Administrative Panel’s written decision. The Governing Board shall meet with ten (10) school days of receipt of the written request for the appeal meeting. Student and parent(s)/guardian(s) may but are not required to appear during the Governing Board’s appeal meeting. The Governing Board shall issue a written decision on the appeal within three (3) school days of the appeal meeting. The Charter School Board’s decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.
Element 11 – Employee Retirement Systems

The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

Mandatory Benefits for all Full-Time Staff Members

JJMS will continue to provide mandatory benefits in accordance to the law. These include:

- Workers’ Compensation Insurance
- Unemployment Insurance
- Medicare
- Social Security, if applicable

Social security is the retirement benefit provided to all non-credentialed employees.

Health Benefits

JJMS will provide eligible employees with a comprehensive health benefits package (medical, dental and vision). Eligibility for health benefits is referenced in the JJMS Staff handbook.

STRS

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

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

Leaves

JJMS has developed its own leave policy consistent with applicable California Law. The entire JJMS leave policy can be found in the JJMS Staff Handbook. The handbook is distributed annually to all employees and the receipt acknowledging review and acceptance is kept on file in the Main Office. All newly hired employees receive the handbook on the first day of employment.
Element 12 – Public School Attendance Alternatives

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

Pupils who choose not to attend James Jordan Middle School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

No student may be required to attend the Charter School. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency. Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
Element 13 – Rights of District Employees

“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).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14 – Mandatory Dispute Resolution

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

The staff and governing board members of James Jordan Middle School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and [Charter School], except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and James Jordan Middle School shall be resolved in accordance with the procedures set forth below:

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

<table>
<thead>
<tr>
<th>To Charter School</th>
<th>Myranda S. Marsh, Executive Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>c/o School Director</td>
<td>PO box 3290</td>
</tr>
<tr>
<td>Winnetka, CA 91396-3290</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>To Director of Charter Schools</th>
<th>Charter Schools Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles Unified School District</td>
<td>333 South Beaudry Avenue, 20th Floor</td>
</tr>
<tr>
<td>Los Angeles, California 90017</td>
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</tr>
</tbody>
</table>

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation
proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15 – Exclusive Public School Employer

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

James Jordan Middle School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element 16 – Charter School Closure Procedures

“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).

Revocation of the Charter

The District may revoke the Charter if James Jordan Middle School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of James Jordan Middle School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- James Jordan Middle School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- James Jordan Middle School failed to meet or pursue any of the pupil outcomes identified in the Charter.

- James Jordan Middle School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

- James Jordan Middle School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify James Jordan Middle School in writing of the specific violation, and give James Jordan Middle School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close [Charter School], either by the governing board of James Jordan Middle School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of James Jordan Middle School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5...
CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to [Charter School], including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure
Upon the taking of a Closure Action by either the governing board of James Jordan Middle School or the LAUSD Board of Education, the governing board of James Jordan Middle School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how James Jordan Middle School will fund these activities.

Notification of Closure Action
Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of [Charter School]. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in James Jordan Middle School within 72 hours of the Closure Action. James Jordan Middle School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). James Jordan Middle School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELP A) in which the school participates. James Jordan Middle School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, James Jordan Middle School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, Social Security Administration and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). James Jordan Middle School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. James Jordan Middle School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. James Jordan Middle School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

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

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

In addition to the four required items above, Notification of the CDE shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

James Jordan Middle School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District in accordance with District procedures applicable at the time of closure, shall...shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list shall also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. James Jordan Middle School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

James Jordan Middle School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

James Jordan Middle School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by James Jordan Middle School will be the responsibility of James Jordan Middle School and not LAUSD. James Jordan Middle School understands and acknowledges that James Jordan Middle School will cover the outstanding debts or liabilities of [Charter School]. Any unused monies at the time of the audit will be returned to the appropriate funding source. James Jordan Middle School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which James Jordan Middle School participates, and other categorical funds will be returned to the source of funds.

James Jordan Middle School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE.
These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

James Jordan Middle School shall retain sufficient staff, as deemed appropriate by the James Jordan Middle School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

JJMS’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

JJMS shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:
a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end [Charter School]’s right to operate as a charter school or cause James Jordan Middle School to cease operation. James Jordan Middle School and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities
If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.
For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960,
as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:**
  
  (i) **Pro Rata Share:** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location:** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant:** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING**, LAUSD shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility **IF** Charter School is co-locating or sharing the LAUSD facility with another user.
Non-District-Owned Facilities

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires
that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. **Commercial General Liability**, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. **Workers’ Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. **Commercial Auto Liability**, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. **Crime Insurance or Fidelity Bond coverage** shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. **Professional Educators Errors and Omissions liability coverage** with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.” Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses
arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to
audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**
James Jordan Middle School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

**Local Control and Accountability Plan**
In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)

**Miscellaneous Provisions**

**Budget and Financial Reporting**

*Governing Law:* “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.” Education Code Section 47605(g).
Included with the charter submission, please find the following documents:

- A projected budget including cash-flow
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, an annual update required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

**Administrative Services**

*Governed Law: “The manner in which administrative services of the school are to be provided.” Education Code Section 47605(g).*

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

**Facilities**

*Governed Law: “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).*

JJMS is located at: 7911 Winnetka Ave, Los Angeles, CA 91306.
ADDENDUM
District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

James Jordan Middle School (hereinafter “short form of school name” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 47605(d)(1)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

- 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. EC 47605(d)(3)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

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

Element 1 – The Educational Program

GENERAL INFORMATION

- The contact person for James Jordan Middle School is Dr. Myranda S. Marsh.

- The contact address for James Jordan Middle School is:
  P.O. box 3290
  Winnetka, CA 91396-3290

- The contact phone number for James Jordan Middle School is 818-882-2496.

- The proposed address or target community of James Jordan Middle School is 7911 Winnetka Ave, Winnetka CA, 91306 which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 3 and Educational Service Center North.

- The term of this charter shall be from July 1, 2015 to June 30, 2020.

- The grade configuration of Charter School is 6, 7, 8.

- The number of students in the first year will be 370.

- The grade level(s) of the students in the first year will be 6, 7, and 8.

- The scheduled opening date (post renewal) of Charter School is August 17, 2015.

- The enrollment capacity is a maximum of 400.

- The type of instructional calendar will be: traditional August to June.

- The bell schedule for Charter School will be:
  Monday through Thursday: 8:15 to 3:30.
  Friday 8:15 to 1:00pm
  Please see Element 1 for greater detail
LOCAL CONTROL AND ACCOUNTABILITY PLAN

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

ENGLISH LEARNERS

James Jordan Middle School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), James Jordan Middle School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services
James Jordan Middle School shall provide to the CSD an annual report of its EL program assessment. Upon request, James Jordan Middle School shall provide a copy of its current EL Master Plan to the CSD.

James Jordan Middle School shall administer the CELDT annually in accordance with federal and state requirements.

James Jordan Middle School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

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

**Special Education Program**
All LAUSD-authorized charter schools must adhere to all terms and conditions of the *Chanda Smith* Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, James Jordan Middle School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and James Jordan Middle School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3
Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools**

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

**Modified Consent Decree Requirements**

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

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

- **End of Year Suspension**.
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.
● Norm day – 2013
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

● CBEDS – 2013 (Including Charter Schools)

● All Students enrolled December 1, 2013.
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

● Dropout 2012-13 (Including Charter Schools)
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

● Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)

● Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.
Element 4 – Governance

GENERAL PROVISIONS

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

James Jordan Middle School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the [Charter School’s] governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX or Section 504.
Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that James Jordan Middle School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

**LEGAL AND POLICY COMPLIANCE**

James Jordan Middle School shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

James Jordan Middle School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by James Jordan Middle School. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

**TRANSFER OF STUDENT RECORDS**

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When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

**Element 5 – Employee Qualifications**

**EQual Employment Opportunity**

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

**NCLB AND CREDENTIALING REQUIREMENTS**

James Jordan Middle School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Element 6 – Health and Safety Procedures**

**Health, Safety and Emergency Plan**

James Jordan Middle School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. James Jordan Middle School shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

James Jordan Middle School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

Element 7 – Means to Achieve Racial and Ethnic Balance

COURT-ORDERED INTEGRATION

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

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

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

**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

The District and James Jordan Middle School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). James Jordan Middle School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending James Jordan Middle School shall have the right to continue attending James Jordan Middle School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to James Jordan Middle School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

James Jordan Middle School shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. James Jordan Middle School shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at James Jordan Middle School under the NCLB-PSC program increases in subsequent years, James Jordan Middle School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, James Jordan Middle School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of
the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. James Jordan Middle School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. James Jordan Middle School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

James Jordan Middle School also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

Element 8 – Admission Requirements
**McKinney-Vento Homeless Assistance Act**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**Non-Discrimination**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

**Element 9 – Annual Financial Audits**

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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

k. Provisional Budget – Spring prior to operating fiscal year  
l. Final Budget – July of the budget fiscal year  
m. First Interim Projections – November of operating fiscal year  
n. Second Interim Projections – February of operating fiscal year  
o. Unaudited Actuals – July following the end of the fiscal year  
p. Audited Actuals – December 15 following the end of the fiscal year  
q. Classification Report – monthly according to school’s Calendar  
r. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

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

**Element 10 – Suspension and Expulsion Procedures**

**GENERAL PROVISIONS**

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

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

**STUDENTS WITH DISABILITIES**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

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

D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

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

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

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

**OUTCOME DATA**

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

**REHABILITATION PLANS**
Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

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

**REINSTATEMENT**

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

**GUN FREE SCHOOLS ACT**

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

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**Element 11 – Employee Retirement Systems**

[NOTE: No District Required Language is being provided for inclusion in this element.]

**Element 12 – Public School Attendance Alternatives**

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Pupils who choose not to attend James Jordan Middle School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

**Element 13 – Rights of District Employees**

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

**Element 14 – Mandatory Dispute Resolution**

The staff and governing board members of James Jordan Middle School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and James Jordan Middle School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and James Jordan Middle School shall be resolved in accordance with the procedures set forth below:

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

To Charter School: James Jordan Middle School
c/o School Director

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

6) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from
the date the Written Response is received by the other party. The Written Response may be
tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall
be deemed received (a) if personally delivered, upon date of delivery to the address of the
person to receive such notice if delivered by 5:00p.m., or otherwise on the business day
following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or
(c) if by mail, two (2) business days after deposit in the U.S. Mail.

7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party
may then request that the Dispute be resolved by mediation. Each party shall bear its own
attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and
the administrative fees of the mediation shall be shared equally among the parties. Mediation
proceedings shall commence within 120 days from the date of either party’s request for
mediation following the Issue Conference. The parties shall mutually agree upon the
selection of a mediator to resolve the Dispute. The mediator may be selected from the
approved list of mediators prepared by the American Arbitration Association. Unless the
parties mutually agree otherwise, mediation proceedings shall be administered in accordance
with the commercial mediation procedures of the American Arbitration Association.

8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding
arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise,
arbitration proceedings shall be administered in accordance with the commercial arbitration
rules of the American Arbitration Association. The arbitrator must be an active member of
the State Bar of California or a retired judge of the state or federal judiciary of California.
Each party shall bear its own attorney’s fees, costs and expenses associated with the
arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared
equally among the parties. However, any party who fails or refuses to submit to arbitration as
set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party
in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

James Jordan Middle School is deemed the exclusive public school employer of all employees of
the charter school for collective bargaining purposes. As such, Charter School shall comply with
all provisions of the Educational Employment Relations Act (“EERA”), and shall act
independently from LAUSD for collective bargaining purposes. In accordance with the EERA,
employees may join and be represented by an organization of their choice for collective
bargaining purposes.

Element 16 – Charter School Closure Procedures

Revocation of the Charter
The District may revoke the Charter if James Jordan Middle School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of James Jordan Middle School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- James Jordan Middle School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- James Jordan Middle School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- James Jordan Middle School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- James Jordan Middle School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify James Jordan Middle School in writing of the specific violation, and give James Jordan Middle School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**CLOSURE ACTION**

The decision to close James Jordan Middle School, either by the governing board of James Jordan Middle School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of James Jordan Middle School votes to close Charter School; or the Charter lapses.

**CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to James Jordan Middle School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**
Upon the taking of a Closure Action by either the governing board of James Jordan Middle School or the LAUSD Board of Education, the governing board of James Jordan Middle School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how James Jordan Middle School will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The CSD, if the Closing Action is an act of James Jordan Middle School. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

10. Parents, guardians, and/or caretakers of all students currently enrolled in James Jordan Middle School within 72 hours of the Closure Action. James Jordan Middle School shall simultaneously provide a copy of the written parent notification to the CSD.

11. Los Angeles County Office of Education (LACOE). James Jordan Middle School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which the school participates. James Jordan Middle School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

13. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, James Jordan Middle School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

14. The California Department of Education (CDE). James Jordan Middle School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. James Jordan Middle School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All school employees and vendors within 72 hours of the Closure Action. James Jordan Middle School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the school closure

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students’ school districts of residence

8. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

3. A description of the circumstances of the closure

4. The location of student and personnel records

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

4. Information on how to enroll or transfer the student to an appropriate school

5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the school closure

5. The name(s) and contact information for the person(s) handling inquiries regarding the closure

6. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.
Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

James Jordan Middle School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

8. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

9. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

10. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

11. James Jordan Middle School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

12. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

13. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

14. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may
ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

James Jordan Middle School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

6. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

James Jordan Middle School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by James Jordan Middle School will be the responsibility of James Jordan Middle School and not LAUSD. James Jordan Middle School understands and acknowledges that James Jordan Middle School will cover the outstanding debts or liabilities of James Jordan Middle School. Any unused monies at the time of the audit will be returned to the appropriate funding source. James Jordan Middle School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which James Jordan Middle School participates, and other categorical funds will be returned to the source of funds.

James Jordan Middle School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing
entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

4. The return of any donated materials and property according to any conditions set when the donations were accepted.

5. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

6. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

James Jordan Middle School shall retain sufficient staff, as deemed appropriate by the James Jordan Middle School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

James Jordan Middle School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).
j. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end James Jordan Middle School’s right to operate as a charter school or cause James Jordan Middle School to cease operation. James Jordan Middle School and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**Additional Provisions**

**FACILITIES**

**District-Owned Facilities**

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the
terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities**:
  - **(iii) Pro Rata Share**: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - **(iv) Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - **(iii) Co-Location**: If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - **(iv) Sole Occupant**: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities.
Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility **IF** Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupyancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its...
operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

10. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability
resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office.
of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**
James Jordan Middle School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b)

**Local Control and Accountability Plan**
In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)