



AGNES J. JOHNSON CHARTER SCHOOL

**A CALIFORNIA PUBLIC CHARTER SCHOOL
TO SERVE STUDENTS IN KINDERGARTEN THROUGH 12th GRADE**

Charter Petition

Submitted to Southern Humboldt Joint Unified School District

April 22, 2019

Submitted on Appeal to Humboldt County Board of Education

October 23, 2019

For a Five-Year term: July 1, 2019 – June 30, 2024

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Mary Halstead, hereby certify that the information submitted in this petition for a California public charter school to be named Agnes J. Johnson Charter School (“AJCS” or the “Charter School”), to be operated by Southern Humboldt Charter Schools (“SHCS”), to be authorized by the Humboldt County Board of Education (“HCBOE”) with oversight from the Humboldt County Office of Education (“HCOE”) (collectively referred to herein as the “County”), and to be located within the boundaries of the Southern Humboldt Joint Unified School District (“SHJUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- SHCS declares that it shall be deemed the exclusive public school employer of the employees of Agnes J. Johnson Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The 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.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with the Political Reform Act of 1974.
- The Charter School shall comply with the California Public Records Act.
- The Charter School shall comply with Government Code Section 1090, et seq., in accordance with Education Code Section 47604.1.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Signature

Date

INTRODUCTION

Founders and Founding Board Members

Agnes J. Johnson Charter School’s Board members are parents, business owners and community members who are dedicated to creating a strong educational experience for the children of our community. The following founding members are slated to serve as the initial Board of Directors: Mary Halstead, Tina Burns and Ryan O’Connell.

Table i.1: AJJCS Founding Members

	School Administration & Finances	Project Management Strategic Planning	Business & Financial Management	Facilities & Real Estate	Fundraising, Grant Writing, Donor Relations	Governance, Law, Compliance	Community Outreach, Communications
Mary Halstead- Chairperson of the Board and President of the Corporation		X	X	X	X	X	X
Tina Burns- Chief Financial Officer of the Board and the Corporation	X	X	X		X	X	X
Ryan O’Connell- Secretary of the Board and the Corporation		X	X	X		X	X

Biographies of the Founding Board Members

Mary Halstead – Chairperson of the Board and President of the Corporation

Mary Halstead is a natural born entrepreneur and a bit of a workaholic. She's a dedicated wife and mother and when she isn't working, she is running fundraisers for the school. Mary is passionate about helping others, especially those who cannot help themselves. There's a special place in her heart for animal rescue, foster kids and the elderly, and she actively contributes to these groups. She has an innate ability to shape herself for every situation and loves a good challenge or opportunity to learn and grow. The opportunity to serve as the Chairperson of the Board of Agnes J. Johnson Charter School gives her a new challenge and the chance to support our most precious resource, the children of our community.

Tina Burns - Chief Financial Officer of the Board and the Corporation

Tina Burns has been married for 13 years and has two children. Her oldest graduated from Southern Humboldt Joint Unified School District. Tina is active in the community, volunteered in enrichment fundraising and served as the Treasurer for the South Fork Booster Club for four years. As a full-time wife and mother, she enjoys traveling to dirt bike races and supporting an active lifestyle for everyone in her family. As a mother, she understands how important it is to cultivate children's passions. She believes the school will be able to cultivate the passions in children by bringing agricultural preservation together with academic excellence. The opportunity to serve as the Chief Financial Officer of the Board of Agnes J. Johnson Charter School will allow her to utilize her skills of financial management development learned through business and banking.

Ryan O'Connell - Secretary of the Board and the Corporation

Ryan O'Connell is graduate of Southern Humboldt Joint Unified School District. He is a generous husband and father of two children. He enjoys cooking, grilling and hiking with his children. Ryan is a local business man who has two single member LLCs and has been the owner operator of Spring Canyon Concrete for over 15 years. He is passionate about being a great father and supporting the rights delineated in the Constitution. He is looking forward to serving as the Secretary of the Board of Agnes J. Johnson Charter School because he has a deep understanding of what students need to know and be able to do in order to be productive and self-sufficient citizens of our country. He is well-versed in the fiduciary duty of a Board member.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter 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. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school 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. Education Code Section 47605(b)(5)(A)(ii).

General Information

The lead petitioner and contact person for this Charter School is:	Mary Halstead
The contact address for Charter School is:	P.O. Box 489 Miranda, CA 95553
The contact phone number for this charter is:	(530) 305-6111
The contact email for this charter is:	maryrhalstead@gmail.com
The proposed address of the target community to be served by Charter School is:	Weott, CA
The Superintendent in the Authorizing County is:	Chris Hartley
The contact address for the Superintendent is:	901 Myrtle Avenue Eureka, CA 95501
The contact phone number for the Superintendent is:	(707) 445-7030
The contact email for the Superintendent is:	superintendent@hcoe.org
The grade configuration of Charter School is:	TK-12
The number of students the first year will be:	100
The grade levels for the students in the first year will be:	TK-8
Charter School’s scheduled first day of instruction in 2020-2021 is:	August 17, 2020
The enrollment capacity is:	151
The type of instructional calendar will be:	Traditional, 18 Mondays - No School
The instructional program for Charter School will be:	TK-8 Classroom Based; 9-12 Independent Study
The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

Introduction to AJJCS

Mission

Agnes J. Johnson Charter School educates students in grades TK-12 in Southern Humboldt County in an inclusive community supported by families and educators using innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on state standards, rural agricultural preservation, and civic responsibility.

Vision

Agnes J. Johnson Charter School will develop productive, self-sufficient citizens capable of self-expression, effective communication, problem solving, and critical thinking who will succeed in our constantly changing world.

Core Values

Environment – AJJCS provides an ecologically-conscious, multi-cultural, creative, and meaningfully rigorous education provided in a small, positive, and peaceful school environment.

Hands-On – AJJCS encourages students to learn by doing through environmental exploration and outdoor learning.

Sustainability – AJJCS practices and promotes organic gardening, farm to table, solar power, composting and recycling to engrain the power of a sustainable future.

Mindfulness – AJJCS practices and promotes mindfulness or the mental state achieved by focusing one’s awareness on the present moment which supports student health, cognition, attention and emotions.

Service Learning – AJJCS guides students in projects supporting local and nonprofit organizations that support our ideals to provide opportunities for our students to contribute designed to affect change in our community and across our country.

Life-long Learning – AJJCS incorporates curriculum and lifestyle activities in every classroom. AJJCS incorporates the knowledge and experience of our core values into of every child's education to develop a lifelong love for learning.

Local Farming – AJJCS is connected to our region and will inspire students to work the land, run a business and provide enriching and sustainability-conscious products and services.

Educational Philosophy

AJJCS will empower students to achieve their highest potential and become active citizens who work toward building a strong community in an agriculturally rich and nurturing school environment. AJJCS will develop its curriculum around themes and activities that support action in our school and local community. For example, teachers will facilitate project-based learning opportunities that solve local issues. For example, the teachers could choose to develop a school-wide or grade level unit to understand the theme of farm to table. In collaboration with students, teachers would plan standards-based units related to that theme. Students will develop actions to understand the common sense and practical application of farm to table which will instill self-sufficiency.

Educational Program

The educational program of AJJCS will support the mission of the school by developing the following:

- An inclusive community supported by families and educators
- Instructional Strategies:
 - Multiple Modalities
 - Experiential Learning
 - Practical Applications or Project-Based Learning
 - Independent Study Option for Grades 9-12
 - Mindfulness
- Academic excellence based on State Standards
- Rural Agricultural Preservation
- Civic Responsibility

Develop an Inclusive Community

AJJCS will develop an inclusive school community that celebrates economic, ethnic, lingual, and ability diversity (in addition to following comprehensive anti-discrimination and harassment policy discussed in Element 6 of this petition). AJJCS will incorporate authentic positive reinforcement by embracing the individuality of all children and recognizes their need to succeed. AJJCS believes that children who feel good about their progress are motivated and inspired to learn more, therefore the curriculum will be aligned with each child's developmental level to allow students to feel successful regardless of academic level. The American Psychological Association confirms the idea of positive reinforcement in an article by Carol Dwyer, PhD. Dr. Dwyer states that praising students for effort leads to increased learning and higher achievement.¹

¹ Dwyer, Carol. "Using Praise to Enhance Student Resilience and Learning Outcomes: Helping students 'bounce back' in the face of difficulties." *American Psychological Association*. n. pag. Web. 12 Feb 2013.

Support Staff and Teachers

AJJCS will value the staff and the teachers of the students by respecting and supporting them, by giving them an opportunity to influence the curriculum, by listening to their concerns and suggestions, by trusting them to explore strategies to increase student achievement, and by encouraging them to build appropriate and proactive relationship with students and families. As the teachers are supported, the community will be more inclusive.

Encourage Parent Involvement

Research shows that consistent high levels of student success are more likely to occur with long-term comprehensive parent involvement in schools. “Comprehensive” means that parents are involved at all grade levels in a variety of roles. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the school.²

AJJCS will encourage families to volunteer in the Charter School on a regular basis, but will never require volunteer hours. AJJCS will provide many opportunities for parents to volunteer in ways which reflect their own skills, interest, and talents, as well as taking into consideration classroom/program needs and the constraints of family, work, and other commitments outside of school. The involvement of parents and families ensures that students, educators and parents partner together to make the school a safe, nurturing and inclusive community.

Multiple Modalities

AJJCS will raise the standard of instruction to teach to the individual by identifying each student's strength and incorporate those strengths into the lessons. Individuals learn in different ways and demonstrate certain strengths. It is believed that if students' learning strengths and preferences are more fully developed, then the learning gap can start to close. Howard Gardner, a researcher and educator, developed multiple intelligence theories to address this belief. The belief at the foundation of these theories is that if students have deficits in specific areas, they will compensate by having strengths in other areas.

Gardner's theory states that there are 7 intelligences that can be found in the brain. They are:

1. linguistic intelligence
2. logical-mathematical intelligence
3. musical intelligence
4. spatial intelligence
5. bodily kinesthetic intelligence

² California State Board of Education Policy #89-01: Parent Involvement in the Education of Their Children

6. interpersonal intelligence
7. intrapersonal intelligence

The theme from Gardner's theories is that if children's strengths can be identified among these intelligences, then educators can accommodate different children more successfully. Studies (Hanson, 2004; Kornhaber, 2004; Nolen, 2003) have shown that multiple intelligence theories have seen positive outcomes in academic achievement. There have been improvements in standardized test scores, improvements in students' behavior, increased parent participation, and improvements with students with learning disabilities. Multiple intelligence theories provide students with different modalities and allow them to express themselves in different ways. AJJCS will use multiple intelligence theories to advance students' learning by employing learning strategies that resonate with the students' strengths. Using the Multiple Intelligence Modeled Assessment, based on Gardner's theory, multiple intelligences are identified at the beginning of the school year. Additionally, a history regarding the child's milestones and accomplishments take place, as well as short term teacher observation. The information from the assessment will provide the teachers at AJJCS information to incorporate the students' strengths into their instruction.

Experiential Learning

AJJCS is committed to experiential learning where students learn via direct experience in addition and in conjunction with traditional textbook learning. Experiential learning includes activities like hands-on learning, project-based learning and service learning. AJJCS believes that experiential learning stimulates academic inquiry by encouraging cross-curricular learning, civic responsibility, career development and cultural awareness.

Project Based Learning

Project-based learning (PBL) is a powerful instructional strategy that is used across subject areas. PBL is a model for classroom activities and makes the shift away from teacher-centered instruction and puts more attention on student-centered projects (2018). NEA claims that this model is effective in building relevance of content by establishing connections to life outside of school and the classroom, and by creating and relying on real-world experiences. Other research reports that students using PBL demonstrate high-level, critical-thinking, and problem-solving skills (Mergendoller, Maxwell & Bellisimo, 2006; Shepherd, 1998; Tretten & Zachariou, 1995). In addition to increasing collaboration among students, research has found that students in classes using PBL show greater engagement (Belland, et al., 2006; Brush & Saye, 2008; Ravitz & Mergendoller, 2005).

Additional research on PBL has demonstrated positive results for engaging students and developing both academic and social skills necessary for success in school and life beyond school. In this framework, students are involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, self-assess against rubrics, receive feedback and incorporate the feedback; they are guided by teachers' facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit educational goals (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). The effectiveness of this approach has "led to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned 'schoolwork' with its emphasis on comprehension, to student-initiated, goal-driven, independent, 'intentional learning' models with an emphasis on knowledge building (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000). AJJCS focus on experiential learning and project based learning makes learning more meaningful and practical for college or career.

For students who are English Learners (EL) or students who are socioeconomically disadvantaged (SED), PBL takes on additional importance. The collaborative activities inherent to it provide ELs with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nonthreatening opportunity for the EL to listen to other children's discourse and, once confident,

to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of students living in poverty (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

Independent Study Option

According to the California Department of Education, Independent Study (IS) is a different way of learning. In independent study, a student is guided by a teacher but usually does not take classes with other students every day. The student works independently. Students who participate in independent study take the same courses as students in regular classes. Some reasons why students choose independent study programs are because:

- it is designed to help students who have health problems,
- they are parents,
- they are gifted,
- they require more time in certain subjects,
- activities such as athletics require time during the normal school day,
- they are working,
- they are looking for flexibility,
- they find that regular classroom settings do not meet their needs, or
- they are looking for a safe environment.

Independent study is a viable option for many because it offers students the freedom to explore various subjects, free from the confines of a classroom. Additionally, the self-paced learning environment allows students to go as quickly or slowly as they need to for standard mastery. The state-standard aligned curriculum is provided through an online platform, and progress is supervised by both the platform credentialed course instructor and the AJJCS Independent Study Teacher/Coordinator. The independent study option at AJJCS is innovative in that it incorporates access to the online platform with the support from the AJJCS Independent Study Teacher/Coordinator and access to academic excellence based on state standards, rural agricultural preservation, civic responsibility, and electives which makes this program a powerful and appealing option to families in Southern Humboldt County.

For students in the high school independent study program, parents must work in partnership with the Independent Study Teacher/Coordinator throughout the year to make sure the student is progressing at an appropriate pace. The Independent Study program expects students to participate in educational activities on all school days per the school calendar. Independent study allows for flexibility and individualization. For example, some families work on specific subject areas for longer periods of time a couple days a week, while others spend a shorter amount of time on each

subject but cover them all each day. Some students tend to concentrate most of their work time during the early mornings, while others work later in the day. Each student and family is unique in their learning and teaching style. Understanding and allowing for each family's unique situation and schedule is attractive to most independent study families.

Independent study high school students will complete the core content areas through integrated curriculum. Using a blended model of instruction (online and onsite), high school students will receive their instruction through direct instruction, curriculum delivered via an online platform, through collaborative groups, and project-based learning activities, with the goal of teaching students 21st Century skills—to apply their content knowledge to solve real-world problems. Technology is a key component to all coursework.

The Independent Study program will use a platform like Edgenuity as its online learning curriculum. Instruction is delivered in a blended learning online-onsite format to high school students. As an independent study program, the Charter School does not require its students to physically attend classes on site, though the Enrichment Center available to students four days a week. Most students will choose to attend teacher-led workshops, supplementary instruction and individual academic support that takes place onsite. Opportunities to attend field trips and other educational experiences will also be popular with AJJCS high school independent study students.

Instructional content and materials are aligned to state standards. For high school independent study students, the Independent Study Teacher/Coordinator will create supplementary units for onsite workshops and differentiate instruction for special populations. AJJCS believes that student engagement through onsite workshops will lead to a better understanding and retention of content areas. The independent study program classes at AJJCS shall meet all State Standards. Classes shall include English Language Arts, Mathematics, Science, History Social Science, Physical Education, Health, Foreign Language, and Electives. ELs will be appropriately placed in the online curriculum that connects to the ELD/ELA Framework. Course requirements will meet all state academic standards applicable to charter schools. The academic program is interdisciplinary and includes integrated curriculum units in the core subjects that integrate rural agricultural preservation and civic responsibility. Students will participate in project based learning and integrated lessons when they attend workshops as well as in the lessons they complete independently. It is vitally important to the mission of the school that students who are enrolled in the high school independent study program are engaged in the foundational aspects of AJJCS.

Some highlights of the AJJCS high school independent study program will include:

- Curricula designed to meet or exceed State Standards. Instructor-led courses taught by certified teachers who are specially trained in providing independent differentiated instruction.
- 24/7 access to courses with technical support available at any time.

- Frequent meaningful communication among teachers, parents, and students.
- Special attention to students' preferred learning styles.
- Differentiated instruction.
- Individual intervention strategies for each student.

Attendance Accounting and ADA Ratios for the Independent Study Program

- a. Charter schools must use the time value and daily engagement methods of attendance accounting.
- b. Charter schools must keep a daily or hourly attendance credit register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.
- c. *EC* Section 47612.5(a)(2) states that charter schools must “Maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection.” A “daily engagement log” (tracking each student’s daily engagement in educational activities for each day school is in session) is required.

The Independent Study Teacher/Coordinator is responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the high school student’s performance. Based on a student’s demonstrated mastery of the material, the Independent Study Teacher/Coordinator will add, expand, or replace assignments; they will also grade students in each subject for the regular student report cards and make promotion or retention recommendations. Depending on the need of the student, the Independent Study Teacher/Coordinator will contact the student and parent/guardian at least once a week, and more often if needed. The Independent Study Teacher/Coordinator will be a proactive participant in their students’ learning.

Independent Study Program Compliance

AJJCS will fully implement the State Standards to provide effective, appropriate instruction for all students. The following includes more details about the core tenets of our program:

1. Master Agreement/Independent Study Compliance
2. Blended/Online Personalized Learning
3. Site-Based Classes, Labs and Support

Master Agreement/Independent Study Compliance

Upon enrollment, each student, his/her parent/guardian and the School Director or designee will design the student’s Master Agreement (“MA”) to ensure his/her success in meeting both short and long term academic and personal goals. The Charter School will review the students’ previous test scores and school records to help determine a personalized academic pathway, including

specific courses the student should take. Students looking to obtain a diploma or prepare for college all benefit from the personalized learning program developed.

As required by California law, including Education Code Section 51745, *et seq.*, and applicable charter school Regulations, the Master Agreement for each student includes the following:

- General student data including the name, address, grade level, school of enrollment, and program placement
- The beginning and end dates of the agreement
- The duration of agreement
- List of subjects/courses in which the student is enrolled and number of course credits to be earned or other statement of credit for short-term agreements
- The learning objectives for the course(s) and assignments attempted under the agreement
- The methods of study, including the student activities selected by the supervising teacher that the student will complete in order to meet the course objectives
- The methods of evaluation that will be used to determine if the student met the learning objective(s)
- The specific resources, including instructional materials and personnel, which will be made available to the student
- The maximum length of time between the date of the assignment and when it is due, by grade level and type of program (pursuant to Board Policy)
- The number of missed assignments that will lead to an evaluation to determine if independent study is appropriate for the student
- Statement that independent study is a voluntary option
- Statement that instruction may be provided for a student through independent study only if the student has the continuous choice of classroom instruction
- Method of reporting/returning assignments to teacher(s)
- Time(s) for meetings/reporting
- Frequency of meetings (can be a combination of online, face-to-face, or lab)
- Location (may be a combination of labs, classrooms, face-to-face, and/or online)
- Dated signatures for student, parent/guardian/caregiver, teacher, and another assisting person(s).

Upon approval by the parents/guardians, an Independent Study Master Agreement will be completed and signed by the student, parent/guardian, Executive Director, and all teachers assigned by courses. The Independent Study Teacher/Coordinator will oversee scheduling and compliance reporting for all Master Agreements.

The Independent Study/Blended program provides students with a resource center and online support, where students pursue a challenging program of studies in both rigorous core academic subjects and career- and technical based curriculum. AJCS students will work in interactive and

engaging research projects on-site and with on-line curriculum. AJJCS graduates will be prepared to further their education at four-year colleges and universities, at the community college level, or career and technical programs.

Mindfulness

Educators today are looking for alternative approaches to cultivate student attentiveness, concentration, compassion, and awareness. To further promote AJJCS' core values, the school will be using the practice of mindfulness across all grade levels, every day. Mindfulness is a mental state achieved by focusing one's awareness on the present moment. Research has shown that the practice of mindfulness in schools supports immune function, cognitive development, attention skills, and emotional regulation.³ Additionally, students practicing mindfulness have experienced higher test scores, reduced impulsivity, enhanced sense of well-being, and greater executive functioning. These benefits have also been observed in the teachers and parents that work with schools and students that practice mindfulness. Neuroscience has shown that while the neocortex part of the brain has evolved to make up about 80% of the brain's mass, the reptilian and mammalian parts of the brain (these parts control our pleasure and fear and have supported human survival for millennial), can still take over and are responsible for irrational behaviors. Mindfulness is able to create connections between these various parts, allowing the rational, or neocortex, to make decisions or take control. By integrating all parts of the brain through mindfulness and the brain's neural-plasticity, we can generate stronger and healthier neural connections, leading to healthier mental habits.⁴

An important element in successfully implementing a mindfulness program at AJJCS will be the training of both staff and students. Professional development will take place prior to the start of the school year, with refresher sessions taking place throughout the school year. Teachers will lead their classes in mindfulness, knowing that the first few weeks of school will be a time for practice and learning. Parent workshops will also take place to educate and inform parents on the benefits of mindfulness.

To institute mindfulness in a school setting, it is important to integrate it into the school's schedule. The daily schedule reflects this. Every morning will begin with a dedicated time for this practice. In each classroom, the students will sit together on the carpet, or at their desks, depending on age and grade level. Together the class will sit quietly for 10 to 15 minutes as they practice mindfulness, starting with breathing and working toward focusing on the present moment. Mindfulness practice does not only include sitting quietly and focusing on the breathing, it also

³ Rechtschaffen, D. 2014. *The way of the mindful educator: Cultivating well-being in teachers and students*. New York, NY: Norton Publishers

⁴ Widdit, R. (2014). *Neuroplasticity and mindfulness meditation*. Honors Theses. Paper 2469. Western Michigan University

encompasses the use of mindful language and vocabulary. With practice, the students will learn what it means to have a mindful body and to be aware of the space around them. Vocabulary such as anchor breath and heartfulness will be explained and used daily, and throughout all subjects. The techniques of mindfulness should be utilized throughout the day as needed; they do not stay contained in the 10-15 minutes of scheduled practice. Teachers will utilize the language as needed: if class becomes chaotic, if students start to feel overwhelmed or anxious, before a test, and at the end of the day. AJJCS does understand that some students may not practice mindfulness, but it is the intention that students will want to practice mindfulness once exposed to it and having observed their classmates participating in the program. Whether or not a student joins in the daily practice, there is still the expectation that this period in the day is designed for quiet time and reflection.

Academic Excellence based on State Standards

AJJCS is committed to academic excellence based on State Standards. Academic excellence is determined by students who can read, write and figure math at grade level. As it is currently, based on the 2018 CAASPP scores, the Overall scores are 36.94% in English Language Arts and 15.22% in Mathematics of the students meeting or exceeding standard mastery. AJJCS has determined the need for academic intervention based on this data in order to reach the goal and address the mission of academic excellence. The importance of academic intervention and including daily academic intervention in reading, writing and mathematics is imperative for the 63.06% of students who are not meeting or nearly meeting standards mastery in English Language Arts and the 84.78% of students who are not meeting or nearly meeting standards mastery in Mathematics is paramount because in order to have academic excellence and improvement, students need the time and strategies to reach meet or exceeds standards mastery.

Rural Agricultural Preservation

AJJCS is committed to rural agricultural preservation which means ensuring a deep understanding of the value of preserving agriculture in a rural community. Students will work in three areas to include equipment upkeep, animal husbandry, farming and the business connected to agriculture. Students will work on the farm to include maintaining farm equipment like tractors and feeders, working in the chicken coop tending to feeding, care, clean up and watering, and working the greenhouse to including sowing, planting, weeding, watering, and harvesting. The model is important because the students will take this experiential learning experience toward understanding business. The older students will learn the business behind farming. The students will learn to determine seed success, quantity of seed start, producing, pricing, marketing, keeping books, determining cost and profit and strategically planning the next crop. Furthermore, guest speakers from the local community will present to the students on issues like animal husbandry, farming, and business. The students will take field trips to local farms and then follow the food to the local grocery store.

Civic Responsibility

AJJCS is committed to civic responsibility which is important because students will learn how to work together for the common good. At the school, students will learn how to take pride in their school community through active participation in caring for and taking responsibility of their own space. In the community, students will visit retirement homes to talk, read and sing to the residents, visit preschools to read to and play with the preschoolers, pick up trash in the state parks, and reseed grass and plant trees in the local parks. Students will be responsible for picking up after themselves in the classroom, cafeteria and playground. Students will also have the opportunity to participate in the Student Council. The Student Council will have the responsibility to recommend improvements and changes to make the school community a more attractive and engaging community.

How Learning Best Occurs

Teaching and learning occur in dynamic environments. In these environments, teachers, students, materials, textbooks, technologies, and social structures are all related and interactive. Learning and teaching occurs across six basic dimensions:

- Confidence and independence
- Knowledge and understanding
- Skills and strategies
- Use of prior and emerging experience
- Critical reflection
- Hands-on examination

AJJCS believes that in a safe and nurturing learning environment, students develop confidence and independence by being supported to explore, ask questions, fail and try again. This model of learning helps each student define their own learning, and they become independent learners by taking risks and finding how they learn best. Knowledge is imparted by the teacher, curriculum, technological supports and social structures. As knowledge is shared and developed, each student develops a deep understanding of the content and is able to make connections beyond the classroom and into the real world. Learning occurs best when students identify their skills and strengths to develop additional skills and strategies to integrate their knowledge and understanding into a product, whether it is an assignment, a quiz, a test, a paper or a project. By using various skills and strategies building on each student's strength in modality, learning will result in academic achievement.

Building on students' prior knowledge based on experiences, pre-existing knowledge, skills, beliefs and attitudes, is imperative because it influences how students understand, interpret and organize incoming information. Teachers understand how using student's prior knowledge will develop their content understand and their emerging experiences as it relates to learning. Critical reflection is important to deepen and extend learning. As students complete work, they are

provided timely feedback by the teachers, and led through a reflection process to determine strengths and areas of opportunity. Finally, students learn best through experiential learning and hands-on examination. Through project-based learning, students will be able to provide direct practical experience by being actively engaged in experiencing and touching the realia.

What it Means to be an Educated Person in the 21st Century

AJJCS believes that the Educated Person of the 21st Century is a person who is self-actualized with an individually developed balance of cognitive, social, emotional, physical, and personal strengths. The 21st Century learner uses a variety of means to acquire knowledge to solve problems in a responsible fashion. Faced with what may appear to be insurmountable challenges, including those of a global nature, the educated person is prepared by a strong academic base to approach problems with an attitude of collaboration, openness, and confidence. He or she should be able to identify problems, be self-motivated to evaluate them, and then become a catalyst for change because of the ability to think creatively. The Charter School believes that an educated person in the 21st Century possesses the personal and language skills needed to respectfully communicate across cultures and generations. As a life-long learner, he or she is continuously pursuing individual passion and growth while exploring diplomatic answers to world problems that impact individuals, cultures, and the natural world. The 21st Century Learner is prepared for life. He or she is a person who competently balances work, leisure, family, and community. He or she seeks knowledge, appreciates the arts, is proficient in English, is prepared to productively participate in our economy and is self-motivated to set and achieve goals.

The Partnership for 21st Century Learning (P21), the leading organization advocating for 21st Century Learning for every student. P21 advocates for changes to our nation's educational system to better prepare today's students for a 21st century global economy:

America's system of education was built for an economy and a society that no longer exists. In the manufacturing and agrarian economies that existed 50 years ago, it was enough to master the "Three Rs" (reading, writing and arithmetic). In the modern "flat world," the "Three Rs" simply aren't enough. If today's students want to compete in this global society, however, they must also be proficient communicators, creators, critical thinkers and collaborators (the "Four Cs"). (www.p21.net.)

AJJCS' beliefs in how learning best occurs and its core values and tenets are directly aligned with P21's definition of the "Four Cs" that AJJCS believes are essential to educated persons:

Critical Thinking

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of unfamiliar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Use multiple media and technologies, and know how to assess impact and their effectiveness a priority
- Communicate effectively in diverse environments (including multilingual and multicultural)

Collaboration

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Creativity

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)

- Elaborate, refine, analyze and evaluate original ideas to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes

Implement Innovation

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

(National Education Association, *Preparing 21st Century Students for a Global Society: An Educator’s Guide to the “4 Cs,”* available at <http://www.nea.org/tools/52217.htm>.)

Characteristics of 21st Century Learners

AJJCS believes that 21st Century Learners exhibit certain characteristics that are further identified below. A 21st Century Learner will:

- Show mastery of a content area and apply understandings to various unfamiliar situations
- Obtain information from a variety of sources and analyze/synthesize it objectively
- Strategize his/her own learning, using self-knowledge to identify learning goals and needs
- Work collaboratively with peers
- Use strong oral and written skills to communicate clearly
- Consider multiple points of view and take into account multicultural perspectives
- Pose questions, share new ideas
- Consider his/her purpose within society, and how he/she may better it for everyone
- Incorporate health and fitness in his/her lifestyle

Enabling Students to be Self-Motivated, Competent and Life-Long Learners

AJJCS aims to enable students to become self-motivated, competent, lifelong learners by establishing an inclusive environment supported by families and educators using innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on state standards, rural agricultural preservation, and civic responsibility. By developing a community where learning is engaging, supportive and meaningful, students will be self-sufficient individuals capable of self-expression, effective communication, problem solving, and critical thinking who will succeed in our constantly changing world. The alumni of AJJCS will be productive and self-sufficient citizens who are self-motivated, competent and life-long learners.

Community Need

The community needs Agnes J. Johnson Charter School to serve students in grades TK-12. The Charter School is a solution to school choice in Southern Humboldt County, an answer to the threat of school closure and a result of a committed group of parents and educators. AJJCS proposes to be located in the city of Weott, CA (95571) and will also serve the communities of Miranda (95553), Myers Flat (95554) and Salmon Creek (95571) primarily; however, the Charter School proposes to serve TK-12 grade students throughout the area as permitted by law.

AJJCS students will have access to an elementary school, a middle school and a high school in the community that will provide a genuine educational experience that will empower them to succeed in college or career beyond high school. The community, parents, educators and students have requested and expressed the need for a Charter School serving these grade levels to provide them choice in education.

AJJCS seeks to address the following community needs:

- **Educational Equity:** AJJCS seeks to provide students with educational justice, that is, strong curriculum based on State Standards with focus on continued improvement with the integration of interventions for students who are struggling academically and enrichment to support the desire to learn and to extend learning with meaningful connections.
- **Preparing students as active citizens:** AJJCS will incorporate civic education and engagement. One of the founding purposes of education was to prepare citizens as active participants in a democracy. People in low-socioeconomic areas arguably have a higher need for civic efficacy, yet research shows that civic participation declines with income, just as the level of civic education falls with the socioeconomic level of the school. This is well-documented in the research literature on civic engagement and summarized in the following excerpt by Harvard Professor Meira Levinson:

“[T]here is a profound civic empowerment gap in the United States—as large and as disturbing as the nationally recognized reading and math achievement gaps— and...schools can and should help address this gap.” (Levinson, 2010, p.316)

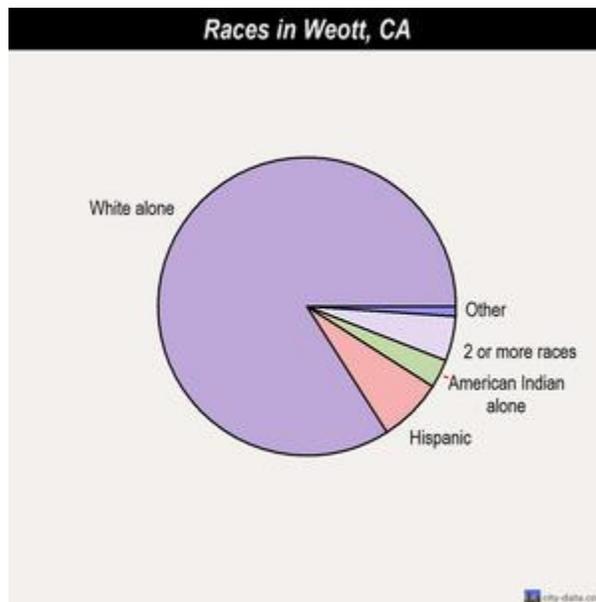
“There is ample evidence that civic education improves civic outcomes (Damon, 2001; Delli Carpini & Keeter, 1996; Galston, 2001; Carnegie Corporation of New York & CIRCLE, 2003; Niemi & Junn, 1998; Torney-Purta, 2002; Torney-Purta, Hahn, & Amadeo, 2001; Kahne & Middaugh, 2008), but resources devoted to it have dropped markedly over the past 30 or 40 years— especially in schools serving minority students.” (Levinson, 2010 p.332)

- **Access to innovative education:** Many students living in rural areas have limited options to attend schools driven by progressive and educational goals and values. These goals and values include differentiated instruction, hands-on learning opportunities, practical applications and a strong emphasis on developing both social-emotional and academic success. AJJCS will provide increased access to families desiring this type of innovative education for their children.
- **Access to agricultural education:** AJJCS will provide access to agricultural education to include rural agricultural preservation which may include farming, horticulture, animal husbandry and environmental sciences. The Charter School is located in a rich agricultural region which can be used to help students make the correlation from lifestyle to career to sustainability.

Community Profile

AJJCS proposes to be located at the current site of Agnes J. Johnson School which is in the city of Weott, CA. According to the City Data website (<http://www.city-data.com/city/Weott-California.html>), the ethnic makeup of Weott in 2010 84.0% White, 6.9% Hispanic or Latino, 4.9% Two or More races, 3.1% Native American, 0.7% Other and 0.3% Asian. AJJCS will seek to achieve ethnic diversity that reflects the general population of the District.

Chart 1.1: Ethnicity in Weott, CA



In review of the community data provided by City Data, the community values a solid formative education as evidenced by 100% of the community who completed high school and 14.4% who earned a Bachelor’s degree or higher. As of September 2015, there was only a 4.7%

unemployment rate, 11.4% poverty rate, and there are solid occupations in Management (38%), Service (37%) and Production (25%). The occupations that are most common are organic farming, logging, trade and entrepreneurship. The local community college is College of the Redwoods in Eureka, CA and the nearest university is Humboldt State University (a California State University) in Arcata, CA. The goal of AJJCS is to prepare students for college or career and is committed to be a part of the solution for the community.

The need for a Charter School in Weott, CA is apparent by the needs of the current students attending Agnes J. Johnson Elementary School. Based on the information provided on the California School Dashboard in 2018, the school currently has 60% SED students and 5.3% ELs with two significant subgroups being White students and SED students. The performance levels on the California School Dashboard go from Lowest Performance to Highest Performance, go from Red, Orange, Yellow, Green and Blue. The concern is that performance on 2018 SBAC ELA was 38 points below standard in the performance level of Yellow with White students scoring 25.3 points below standard and SED students scoring 51.6 points below standard. The 2018 SBAC Math was 66.9 points below standard in the performance level of Orange with White students scoring 52 points below standard and SED students scoring 71 points below standard. In addition, the rate reported for Chronically Absent students, or students who have missed 10% or more of the instructional days enrolled, on the 2018 California School Dashboard is 25.6% or a performance level of Orange, with the significant subgroups of White students with a chronic absenteeism rate of 30.8% or a performance level of Red. The significant subgroup of SED students is reported as 30.4% chronically absent or a performance level of Orange. Also surprising was the suspension rate, or the percent of students who have been suspended at least once in a given school year (students suspended multiple times are only counted once), of 13.6% or a performance level of Orange. The significant subgroup of White had a suspension rate of 10.3% or a performance level of Orange and the SED students had a suspension rate of 18% or a performance level of Orange. Furthermore, the Local Control Accountability Plan for identified that the attendance rate for Agnes J. Johnson Elementary School was 91.13% which is exceedingly low.

Students to be Served

AJJCS will be open to ALL students, in grades TK-11 (12 in second term), regardless of gender, ethnicity, national origin, sexual orientation, religion, or any other protected class who seek an exceptional education in an inclusive community supported by families and educators. Recruitment efforts will be made to focus on students who would benefit from innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on state standards, rural agricultural preservation, and civic responsibility.

Enrollment Projections

AJJCS is confident that the demand to attend AJJCS will exceed the space available based on the number of students currently enrolled at the elementary school, community interest, the number of students whose parents choose to send them to a different elementary school, the number of parents who homeschool their children, and the number of students whose parents will choose AJJCS for middle school and eventually high school. The plan is to enroll students as per the Admission Process outlined in Element 8 of this petition. The goal is to have the students attend AJJCS for the thirteen years of their formative education. The Charter School will begin with grades K-8, adding one grade level each year until it reaches grade 11 in the final year of the charter term. The first graduating class will be the first year of the second term of the petition.

Table 1.1: Enrollment Projections from 2020-2024

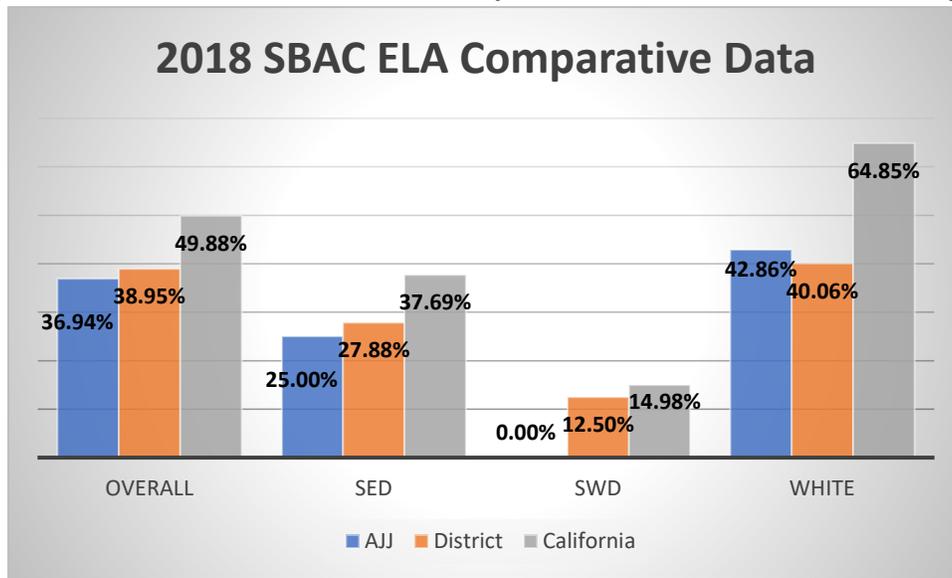
Grade	2020-2021	2021-2022	2022-2023	2023-2024
TK/K	13	12	13	12
1	12	13	12	13
2	13	12	13	12
3	13	13	12	13
4	12	13	13	12
5	13	12	13	13
6	13	13	12	13
7	10	13	13	12
8	15	10	13	13
9		15	10	13
10			15	10
11				15
TOTAL	114	126	139	151

Achievement Data

According to the California Department of Education (CDE)’s Smarter Balanced Results for English Language Arts (<https://caaspp.cde.ca.gov/sb2018/ViewReport>), results for the 2018 SBAC ELA scores show that Agnes J. Johnson Elementary School is lagging behind the District and the State. The Overall scores show that 36.94% of Agnes J. Johnson Elementary School’s students met or exceeded standard mastery whereas 38.95% of the District overall met or exceeded standard mastery which is 10.93% below the State. For the significant subgroups, the SED students at the school scored 25.00% met or exceeded standard mastery in comparison to 27.88% in the District in light of 37.69% of the State. Though Agnes J. Johnson has 5.3% Students with Disabilities (SWD) are not yet a significant subgroup, the District’s SWD scored 12.50% met or exceeded standard mastery in comparison with the State’s SWD who scored 14.98%. The significant subgroup of White students at Agnes J. Johnson scored 42.86% met or exceeded

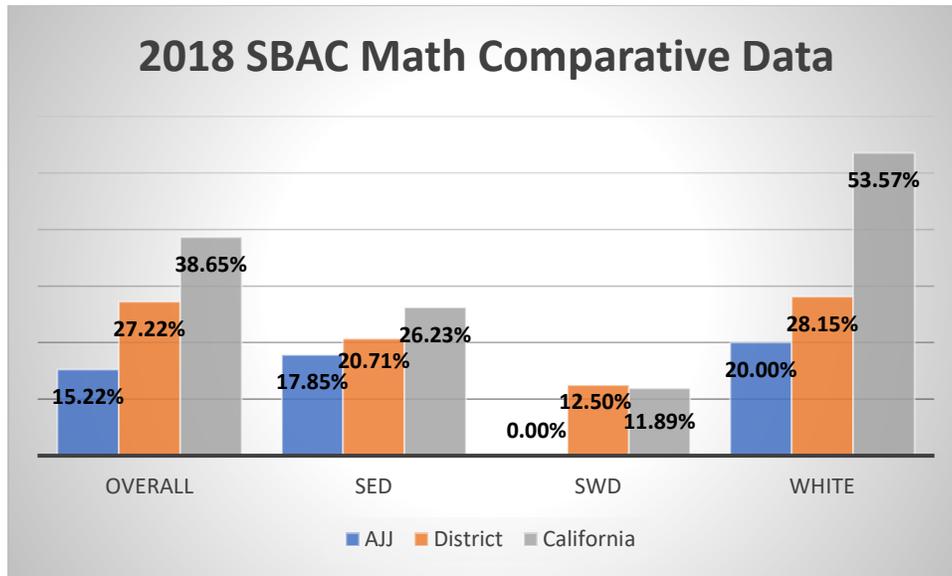
standard mastery which is 2.8% higher than the District in comparison to the State which was 64.85% of White students who scored met or exceeded standard mastery. AJJCS understands that focus on improving SBAC ELA scores is paramount for all students especially for the reported significant subgroups.

Chart 1.2: 2018 SBAC ELA Comparative Data Overall and by Subgroup for Agnes J. Johnson Elementary School, Southern Humboldt Joint Unified School District, and the State of California



According to the California Department of Education (CDE)’s Smarter Balanced Results for Mathematics (<https://caaspp.cde.ca.gov/sb2018/ViewReport>), results for the 2018 SBAC Math scores show that Agnes J. Johnson Elementary School is lagging behind the District and the State. The Overall scores show that only 15.22% of Agnes J. Johnson Elementary School’s students met or exceeded standard mastery whereas 27.22% of the District overall met or exceeded standard mastery which is 11.43% below the State. For the significant subgroups, the SED students at the school scored 17.85% met or exceeded standard mastery in comparison to 20.71% in the District in light of 38.65% of the State. Though Agnes J. Johnson has 5.3% SWD are not yet a significant subgroup, the District’s SWD scored 12.50% met or exceeded standard mastery which exceeded the State’s SWD who scored 11.89%. The significant subgroup of White students at Agnes J. Johnson scored 20.00% met or exceeded standard mastery compared to 28.15% of the District in comparison to the State which was 53.57% of White students who scored met or exceeded standard mastery. AJJCS understands that raising student achievement in mathematics is important to prepare all students, especially for the reported subgroups, to be college and career ready.

Chart 1.3: 2018 SBAC Math Comparative Data Overall and by Subgroup for Agnes J. Johnson Elementary School, Southern Humboldt Joint Unified School District, and the State of California



The decision to expand the elementary school, add a Middle School and an Independent Study High School is to compliment the District’s goal of School Choice. AJJCS will offer families of southern Humboldt County a choice of where to send their elementary, middle and high schoolers.

School Climate

AJJCS is committed to building an inclusive environment through the use of mindfulness, student engagement, academic excellence, rural agricultural preservation and civic responsibility. In addition to making the school community a place of powerful educational experiences, the hope is to improve the school climate. The Charter School aims to improve the attendance rate and academic achievement for all students and subgroups and to decrease the chronic absentee rate and suspension rate. The Charter School will host monthly awards assemblies to recognize students for student achievement, citizenship and attendance. The Charter School will host Parent Workshops and numerous school and family events.

One of the benefits of high schoolers participating in an independent study program is the opportunity to define yourself in a safe environment where students can focus on academics rather than being distracted by behavior and peer pressure. High schoolers are encouraged to come to the school site to attend teacher-led workshops, supplementary instruction and individual academic support that takes place onsite. Opportunities to attend field trips and participate in mindfulness, rural agricultural preservation and civic responsibility will develop a strong school community.

College and Career Readiness

AJJCS has expanded the vision of college and career readiness with the addition of the middle school and independent study high school. One of the strategies will be to ensure that students in grade 8 have the opportunity to take the PSAT. The PSAT is made up of two sections: Evidence-based Reading and Writing, and Math. Each section has a score range of 160-760, with an overall score range of 320-1520. Additionally, courses that meet the College and Career Readiness Framework will be offered.

For independent study high school students, AJJCS will employ an Independent Study Teacher/Coordinator will assist students with College and Career Readiness. The Independent Study Teacher/Coordinator will develop a four-year plan for each student and monitor their progress each semester. The Independent Study Teacher/Coordinator will work with the students, parents and faculty to develop the four-year plan to ensure that they are passing their core classes necessary for graduation, taking “a-g” approved courses, and taking the necessary preparation classes for acceptance at the university level like SAT and ACT tests. Students may be able to qualify to take courses at the community college level starting after sophomore year. Students may be able take courses for their Associate’s Degree as they are taking their high school courses. As a graduating senior, these students may be able to transfer to a four-year university a step ahead of other graduating seniors. This will be an option for students noting that students will have different interests and pathways. In addition, some graduating seniors may choose to enter their career of choice or the military service. AJJCS will assure that all students follow their own path with support.

AJJCS will offer Advanced Placement (“AP”) courses for high school students. The flexibility of online curriculum allows for students to have access to a variety of courses that might not otherwise be available. Through the online courses, a student can take an AP class, regardless of how many other AJJCS students are interested. At minimum, independent study high school students will be able to take AP courses for which they are interested and the Independent Study Teacher/Coordinator will support them in the rigorous coursework. In addition, the Independent Study Teacher/Coordinator will suggest AP Courses to students as he or she is developing their four-year plan and conducting semester check-ins. It is the expectation to offer AP classes in English, World Languages, Social Science, Science and Mathematics.

WASC Accreditation and Transferability of Courses

The Charter School will serve students in grades 9-12 in the independent study high school, and before the Charter School graduates its first class of students, the Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (“WASC”) accreditation. The Charter School will work with WASC to obtain accreditation during the third year of the Charter term so that the first graduating class (which will not occur until the second term of the Charter) will have courses that are transferable to college or to other high schools. If this is not possible,

AJJCS will provide verification that AJJCS is in the process of being WASC accredited to any colleges requesting proof of WASC accreditation status. The Charter School will notify parents and students of the transferability of courses through the Parent, Student, Teacher Handbook in year three of the Charter term. If the parents or students have any additional or specific questions, they can set an appointment with the Independent Study Teacher/Coordinator or the Executive Director to further explain the transferability of courses.

Extracurricular Activities

AJJCS believes that extracurricular activities support learning throughout the school day. AJJCS anticipates having students participate in school clubs and organizations like Student Council, 4-H, Yearbook, Environmental Science Club, School Newspaper, and National Honor Society. The students who are interested in starting a club will be assisted in finding an Advisor to support their activities. AJJCS understands that the more engaged students are in the school community the more connected they will feel to the school.

Field Trips

Field trips are also an important part of our TK-12 program. Students will attend traditional grade-level field trips as well as smaller incidental field trips throughout the year. Some examples of the field trips could include the following: walking trips to local groves, Eel River and local parks and the redwoods, Downtown Miranda, retirement homes, preschools, state and national parks, and Humboldt State University. In addition, students may visit Sequoia Park Zoo, Dunes State Park (Samoa), Center Arts (HSU), Ice Skating (Ferndale), Burlington State Park, Fort Humboldt, Loleta Cheese Factory, Humboldt Creamery, Dick Taylor Chocolates, Ferndale Repertory Theatre, Madaket Bay cruise, Mendocino Adventures Ropes Course, Arcata Airport, and Cypress Grove Model Dairy (Dow's Prairie).

Transitional Kindergarten

The Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to the Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at the Charter School shall be considered existing students of the Charter School for purposes of the Charter School's admissions, enrollment, and lottery.

Transitional Kindergarten is the first year of a two-year kindergarten program. In the second year, Transitional Kindergarten students will participate in traditional kindergarten. Transitional Kindergarten students will be in a heterogeneous class, depending on Kindergarten enrollment. Curriculum will be teacher created and focus on number and letter recognition, phonemic awareness, and number sense, as well as socialization and will be aligned to the California Preschool Learning Foundations.

Instructional Strategies

The George Lucas Educational Foundation published an article in 2007 called *Why is Project-Based Learning Important?* In that article, the author outlined how project-based learning (PBL) helps students develop skills for living in a knowledge-based, highly technological society by bringing relevance to the learning at hand, lending itself to authentic assessment, promoting lifelong learning, and accommodating students with varying learning styles and differences. A growing body of research shows that schools that utilize PBL find a decline in absenteeism, and increase in cooperative learning skills, and improvement in student achievement. These benefits are enhanced when technology is used to promote critical thinking and communication skills. When students are interested in what they are doing and are able to use their areas of strength, they achieve at a higher level.

According to the Buck Institute for Education, there are seven reasons PBL's time has come:

1. **PBL makes school more engaging for students.** Today's students, more than ever, often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.
2. **PBL improves learning.** After completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations.
3. **PBL builds success skills for college, career, and life.** In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.
4. **PBL helps address standards.** The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.
5. **PBL provides opportunities for students to use technology.** Students are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, teachers and students can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.
6. **PBL makes teaching more enjoyable and rewarding.** Projects allow teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.

7. **PBL connects students and schools with communities and the real world.** Projects provide students with empowering opportunities to make a difference, by solving real problems and addressing real issues. Students learn how to interact with adults and organization, are exposed to workplaces and adult jobs, and can develop career interests. Parents and community members can be involved in projects.

AJJCS believes students learn best when they are actively involved in the learning process. Project-based learning has demonstrated positive results in countless research studies for engaging students and developing both academic and social skills necessary for success in school and life beyond school. In this framework, students are involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, self-assess against rubrics, receive feedback and incorporate the feedback; they are guided by teachers' facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit educational goals (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). The effectiveness of this approach has "led to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned 'schoolwork' with its emphasis on comprehension, to student-initiated, goal-driven, independent, 'intentional learning' models with an emphasis on knowledge building (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000).

For EL and SED students, project-based learning takes on additional importance. The collaborative activities inherent to it provide ELs with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of children living in poverty (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

The well-being of all students is strongly dependent on the learning environment. The success of any program needs to be centered on the school's mission and student outcomes. The learning environment is designed around the needs of each student in the following ways:

- **Rigorous academics-** Rigorous academics does not refer to the amount of work assigned to a child, but rather to the quality of work in which students are challenged to think, perform and grow at a level not previously met. It is important that students are challenged by the level of work, but not frustrated by it. AJJCS believes that offering rigorous

academics is crucial to the overall effectiveness of their program. Through project-based learning and hands-on experiential learning, all students are encouraged to think creatively and collaboratively while being challenged to dive deeper into the subject matter. Using Bloom's Taxonomy assists teachers in helping students create new meaning and relevance to the core content.

- **Curriculum-** Students will engage in a rigorous curriculum with a foundation built on the State Standards. AJJCS will provide instruction in English Language Arts, Mathematics, Science, Social Science, PE, and enrichment. The expectation of success for each student will be explicitly known and equal for all students.
- **Diverse environment-** AJJCS stakeholders (students, parents, and staff) will feel comfortable, respected and welcome regardless of their race, religion, orientation, or circumstance.
- **Global Perspective-** Students will become productive and self-sufficient citizens by developing various solutions and projects to address global issues. Their global perspective will be cultivated through state standards, rural agricultural preservation, and civic responsibility.
- **Social and Emotional Learning:** All students begin their day with morning meeting, where there is an opportunity to build culture and norms and to address any issues that students or the teacher are experiencing as challenges. All students also engage in mindfulness. The school will provide numerous parent workshops to capacitate parents as facilitators of positive child development.

Curriculum

Developing strong skills is critical to student success in school and for becoming productive and self-sufficient citizens. AJJCS will provide a comprehensive curriculum that includes daily opportunities for students to practice and improve reading, writing, listening, and speaking skills, as well as skills needed for math, science, and social science standard mastery. Emphasis is placed on using skills for authentic purposes, paralleling the type of work that happens in "the real world" and the opportunities for continued engagement in the activity that extends far beyond school hours. The curriculum will be based on the State Standards.

Selection of instructional materials will be made pursuant to the Charter School's policy, and curricular materials will be reviewed and updated annually by the Board of Directors. These decisions will be based on results of standards-based benchmark assessments, California Assessment of Student Performance and Progress ("CAASPP") scores, and disaggregated data from ongoing assessment tools.

AJJCS anticipates using the following instructional materials:

Table 1.2: Instructional Materials (Subject to Change)

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Link to Resource
<p>English Language Arts/English Language Development</p>	<p>K-6 Cengage National Geographic - Reach</p> <p>6-8 Pearson-myPerspectives</p>	<p>Yes</p>	<p>https://www.pearsonschool.com/index.cfm?locator=PS36Cc&PMDBSiteId=2781&PMDBSolutionId=6724&PMDBSubSolutionId=&PMDBCategoryId=&PMDBSubCategoryId=&PMDBSubjectAreaId=&PMDBProgramId=157161</p> <p>https://www.pearsonschool.com/index.cfm?locator=PS2rBh</p>
<p>Mathematics</p>	<p>K-6 Pearson – envision Math</p> <p>6-8 Pearson – Common Core System of Courses digits</p> <p>8 Gifted and High Achievers Pearson-CA Common Core Algebra 1</p>	<p>Yes</p>	<p>https://www.pearsonschool.com/index.cfm?locator=PS37Dc&PMDBSiteId=2781&PMDBSolutionId=6724&PMDBSubSolutionId=&PMDBCategoryId=&PMDBSubCategoryId=&PMDBSubjectAreaId=&PMDBProgramId=157521</p> <p>https://www.pearsonschool.com/index.cfm?locator=PSZwZ5</p>

			https://www.pearsonschool.com/index.cfm?locator=PS13L3&PMDBProgramId=78521&elementType=correlations
Science	<p>K-6 Cengage – National Geographic – Exploring Science</p> <p>6-8 Pearson – Elevate Science for Middle Grades</p>	Yes	<p>https://ngl.cengage.com/search/productOverview.do?N=201+4294918395&Ntk=NGL%7CP_EPI&Ntt=exploring+science%7C1582759090187359720720660936251251637968&Ntx=mode%2Bmatchhallpartial&homePage=false</p> <p>https://www.pearsonschool.com/index.cfm?locator=PS337p&PMDBSiteId=2781&PMDBSolutionId=6724&PMDBSubSolutionId=&PMDBCategoryId=814&PMDBSubCategoryId=24832&PMDBSubjectAreaId=&PMDBProgramId=154207</p>

<p>History-Social Science</p>	<p>K-5 Pearson California History-Social Science myWorld – Interactive</p> <p>6 Pearson myWorld – Interactive World Geography</p> <p>7 Pearson myWorld-Interactive World History</p> <p>8 Pearson myWorld-Interactive American History</p>	<p>Yes</p>	<p>http://assets.pearsonschool.com/correlations/Pearson%20CA_History_SS_myWorld_2019_G5.pdf</p> <p>https://www.pearsonschool.com/index.cfm?locator=PS344q&PMDBSiteId=2781&PMDBSolutionId=6724&PMDBSubSolutionId=&PMDBCategoryId=&PMDBSubCategoryId=815&PMDBSubCategoryId=24840&PMDBSubjectAreaId=&PMDBProgramId=154482</p> <p>https://www.pearsonschool.com/index.cfm?locator=PS344p&PMDBSiteId=2781&PMDBSolutionId=6724&PMDBSubSolutionId=&PMDBCategoryId=&PMDBSubCategoryId=815&PMDBSubCategoryId=24839&PMDBSubjectAreaId=&PMDBProgramId=154481</p> <p>https://www.pearsonschool.com/index.cfm?locator=PS344o&PMDBSiteId=2781&PMDBSolutionId=6724&PMDBSubSolutionId=&PMDBCategoryId=&PMDBSubCategoryId=815&PMDBSubCate</p>
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			goryId=&PMDbSubjectAreaId=&PMDbProgramId=154303
Foreign Language	Spanish Introductory Courses based on World Language Content Standards (2009)	N/A	http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf
Health/Physical Education	Based on Health Framework for CA Public Schools Based on Physical Education Framework for CA Public Schools	N/A	https://www.cde.ca.gov/ci/cr/cf/documents/healthfw.pdf https://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf
Visual and Performing Arts	Based on Visual and Performing Arts Framework and VAPA Course Descriptions	N/A	https://www.cde.ca.gov/ci/cr/cf/documents/vpaframework.pdf
MS Electives Engineering Product Design Information Technology	Based on Career Technical Education Framework for CA Public Schools and STEM Course Descriptions and Paxton/Patterson	N/A	https://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf https://www.paxtonpatterson.com/

English Language Arts

The English Language Arts program is comprised of various components known to be effective and enriching in this area. The components of the language arts program will be integrated throughout the week in the following formats:

- Incorporating language arts content and skills within thematic units of instruction in social studies, science, mathematics, and service-learning projects
- Thematic units of instruction focused on language arts
- Reading workshops during the language arts skills lessons
- Writing workshops during the language arts skills lessons
- Direct Instruction/Mini-Lessons/Skills Labs
- Individual Teacher-Leader Conferences
- Shared Writing Experiences, particularly in the primary grades
- Partner and Small Group Work

Below are lessons and concepts that are taught by grade level and course:

Kindergarteners learn procedures and routines for language arts lessons and workshops. In shared reading and read alouds, Learners read a variety of fiction and nonfiction books and focus on answering and asking questions. They begin choosing their own books for independent reading. Students play with language through rhyming and building phonemic awareness. They begin studying letters and letter-sound relationships. Kindergarteners learn about print concepts and book parts. There is an emphasis on pattern books in reading. In writing, they learn pre-writing techniques and focus on organizing their ideas and creating their own pattern books. Students learn word attack and analysis skills on their way to becoming beginning readers. They start to use a variety of clues in their reading and to monitor comprehension. Students learn about how to make connections between texts and their prior knowledge, and between texts. They continue working through the writing process exploring different genres such as poetry, fantasy, and realistic stories. One of the ways the arts will be integrated is by using simple dance movements to learn patterns.

First graders re-visit the procedures and routines for language arts lessons and workshops. In shared reading and read alouds, they read a variety of fiction and nonfiction books. They choose their own books for independent reading. They learn about long and short vowel sounds. In writing, they study prewriting techniques. Students focus on telling and retelling stories orally and in writing. They also learn to use their senses while reading and writing and practice writing using different points of view. They organize their thinking with a beginning, middle, and end and use sentence and story structure. They continue to develop phonological awareness and use verbs to express sense of time. First graders focus on monitoring comprehension while they are reading including using prior knowledge. Students will study characters in stories and then compare and contrast characters. They learn about point of view, including a nonfiction author's. Students learn about a topic by reading across genres including informational books, stories, and poems. They write about the topic as a shared research project. Students learn that readers sometimes need to infer to understand their reading. They make predictions about texts and look for evidence. Students study one author, such as Eric Carle, as a culminating unit. One of the ways the arts will be integrated is by creating their own stories and animals in various habitats using the same techniques that Eric Carle uses with tissue paper and drawings.

Second graders develop comprehension strategies and develop fluency. They revisit story structure and in word analysis they study vowels, prefixes, suffixes, spelling patterns and study inconsistent and irregular spellings. Students develop strategies for understanding, including using illustrations and text feature. In writing, they work on opinion pieces, write narratives and letters with a focus on characterization and point of view and write in different genres with a focus on revision. Second graders study characters in stories and learn about how characters respond to challenges. Students read and write a variety of nonfiction and informational texts. They monitor comprehension by asking and answering questions and identifying the main topic. Second graders select a topic and read a variety of genres about that topic, including a variety of folktales and fairy tales from different cultures, which they compare and contrast. They learn to determine the meaning of these stories. Students learn how to use reference materials and share their learning through writing and presentations. One of the ways the arts is integrated is by drawing characters from the stories they've read and creating their own characters.

Third graders build important reading, writing, speaking, and listening skills. They think, talk, and write about what they read in a variety of articles, books, and other texts. In their writing, Students pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. Activities in these areas include: Reading a wide range of stories and describing how a story teaches a lesson, describing characters in a story and how their actions contributed to events, reading texts about history, social studies, or science and answering questions about what they learned, referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers, participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others and giving a class presentation on a topic or telling a story using relevant facts and details and speaking clearly. Third graders also write stories with dialogue and descriptions of character's actions, thoughts, and feelings, gather information from books, articles, and online sources to build understanding of a topic and write a research or opinion papers over an extended period of time. One of the ways the arts will be integrated is by acting out the stories they have read in class.

Fourth graders continue to build important reading, writing, speaking, and listening skills. They read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. They also be expected to clearly explain in detail what they have read by referring to details or information from the text. In writing, fourth graders organize their ideas and develop topics with reasons, facts, details, and other information. Activities in these areas include: Identifying the theme or main idea of a story, play, or poem, comparing stories from different cultures, and explaining how an author uses facts, details, and evidence to support their points. Students also participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others. They give a class presentation on a topic or telling a story using relevant, organized facts and details and speaking clearly, writing stories with dialogue and descriptions of character’s actions, thoughts, and feelings, taking notes and organizing information from books, articles, and online sources to learn more about a topic, writing research or opinion papers over extended periods of time. One of the ways the arts will be integrated is by changing the words to an already made up song (i.e. “Itsy Bitsy Spider”) to reflect the content they’ve learned.

Fifth graders continue to build important reading, writing, speaking, and listening skills. They read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. Students also be expected to understand and clearly summarize what they have learned from readings and classroom discussions, referring to specific evidence and details from the text. Fifth graders write regularly and continue to develop their ability to gather, organize, interpret, and present information. Activities in these areas include: determining the theme of a story, play, or poem, including how characters respond to challenges, comparing and contrasting stories that deal with similar themes or topics and explaining how authors use reasons and evidence to support their points or ideas. Students draw on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly. They understand figurative language and participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others. Students give a class presentation on a topic or tell a story, introducing relevant facts and details in a clear, logical order and also write research or opinion papers over extended periods of time.

English Language Arts 6

This course eases students’ transition to middle school with engaging, age-appropriate literary and informational reading selections. Students learn to read critically, analyze texts, and cite evidence to support ideas as they read essential parts of literary and informational texts and explore a full unit on Lewis Carroll’s classic novel *Through the Looking Glass*. Vocabulary, grammar, and listening skills are sharpened through lessons that give students explicit modeling and ample practice. Students also engage in routine, responsive writing based on texts they have read. In extensive, process-based writing lessons, students write topical essays in narrative, informative,

analytical, and argumentative formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.

English Language Arts 7

Students grow as readers, writers, and thinkers in this middle school course. With engaging literary and informational texts, students learn to think critically, analyze an author's language, and cite evidence to support ideas. Students complete an in-depth study of Jack London's classic novel *White Fang* and read excerpts from other stories, poetry, and nonfiction. Explicit modeling and ample opportunities for practice help students sharpen their vocabulary, grammar, and listening skills. Students also respond routinely to texts they have read. In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats. In this full year course, students develop a mastery of reading, writing, and language arts skills.

English Language Arts 8

In this course, students build on their knowledge and blossom as thoughtful readers and clear, effective writers. A balance of literary and informational texts engages students throughout the course in reading critically, analyzing texts, and citing evidence to support claims. Students sharpen their vocabulary, grammar, and listening skills through lessons designed to provide explicit modeling and ample opportunities to practice. Students also routinely write responses to texts they have read, and use more extensive, process-based lessons to produce full-length essays in narrative, informative, analytical, and argumentative formats. In this full year course, students develop a mastery of reading, writing, and language arts skills.

English Language Arts 9

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

English Language Arts 10

Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling

and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

English Language Arts 11

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

English Language Arts 12

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

Mathematics

All students will be engaged in challenging, hands-on math activities. Developing mathematical understanding and skills are crucial to academic success throughout the grades and beyond. The curriculum builds upon State Standards and Practice Standards as well as the principles and standards set forth by the National Council of Teachers of Mathematics.

In its Principles for School Mathematics, the NCTM states, “Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.”⁵ Our mathematics curriculum emphasizes conceptual understanding of important mathematical ideas and mathematical reasoning. AJJCS will implement cohesive math curriculum that incorporates hands-on activities and helps students see connections between concepts and real-life applications.

⁵ Principles and Standards for School Mathematics. (2000) National Council of Teachers of Mathematics.

Of course, basic skills such as number facts will be taught, but with an emphasis on conceptual understanding.

Below are lessons and concepts that are taught by grade level and course:

Kindergarteners learn how to carry out a survey and data investigation by studying the other Students in the classroom to develop concepts about counting, sorting and classifying. They then represent and interpret the results of the surveys. They use data to solve problems They explore and begin to use math manipulatives, the calendar, and ways to represent strategies and solutions (drawings, numbers, objects, and words). Students explore describe 2-D and 3-D shapes through the use of manipulatives and pictures. They relate geometric shapes to real-life objects. They construct shapes and use shapes to compose other shapes. Students continue to develop counting strategies and the idea of equivalent sets; they will be able to count by twos. They begin to compare quantities and lengths. Students sort, classify and compare objects. They construct, describe and extend repeating patterns with manipulatives and in visual representations. They use gameboards to apply mathematical concepts. They extend their study of counting to larger numbers. Students will begin developing strategies for addition and subtraction.

First graders learn to count, order, and compare quantities. They work on addition up to 10 and making sense of story problems. Through games and story problems, they develop their understanding of addition and subtraction. They solve story problems which involve length, weight, and volume. First graders begin calendar and clock routines and learn about 2-D and 3-D shapes. They are able to name and describe 3-D shapes and relate them to 2-D shapes. They study composing and decomposing shapes and geometric transformations as well as patterns and symmetry. Students also make, describe, and extend repeating patterns. They extend their understanding of patterns to number sequences within problem solving and study data collection and representation. They learn to sort objects using a given attribute and study linear measurement using nonstandard and standard units. They explore using tools such as the number line and 100-chart to solve problems. Students further their understanding of addition and subtraction using and describing a number of strategies and they will count by 2s, 5s, and 10s. As culminating projects, they construct a town using rectangular prisms and make paper quilts using shapes and patterns.

Second graders learn about composing and decomposing numbers and comparing numbers. They continue to develop strategies for addition and subtraction and begin working on doubles in addition. Students expand their understanding of addition and subtraction through story problems with multiple addends and they will consider whether order matters. In story problems, they solve addition and subtraction to 100. They investigate even and odd numbers, counting by groups and place value. They also work on Near Doubles and mastering +10 addition and begin “skip-counting” as an entry to multiplication. Students study 2-D and 3-D shapes with a focus on rectangles and rectangular prism and also identify and create symmetrical designs. They work with Venn diagrams and line plots and other ways for representing data. Students begin to study ratios,

using tables to represent change and extend their understanding of repeating patterns with numeric sequences. They study place value using contexts and models and will continue working on coin equivalencies and combinations. They begin to learn to express fractions in words and notation and will achieve fluency with math facts. One of the ways the arts will be integrated is by engaging in dramatic play to simulate a cultural marketplace where they will buy and sell goods using “play” money.

Third graders continue to build their concept of numbers, developing an understanding of fractions as numbers. They learn the concepts behind multiplication and division and apply problem-solving skills and strategies for multiplying and dividing numbers up through 100 to solve word problems. Students also make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers. Activities in these areas include: understanding and explaining what it means to multiply or divide numbers, multiplying all one-digit numbers from memory (knowing their times table) and multiplying one-digit numbers by multiples of 10. Students solve two-step word problems using addition, subtraction, multiplication, and division and also understand the concept of area. Third graders are able to relate the measurement of area to multiplication and division. They understand and identify a fraction as a number on a number line, compare the size of two fractions and express whole numbers as fractions, identifying fractions that are equal to whole numbers. Third graders measure weights and volumes and solve word problems involving these measurements.

Fourth graders use addition, subtraction, multiplication, and division to solve word problems, including problems involving measurement of volume, mass, and time. Students continue to build their understanding of fractions—creating equal fractions, comparing the size of fractions, adding and subtracting fractions, and multiplying fractions by whole numbers. They also start to understand the relationship between fractions and decimals. Activities in these areas include: adding and subtracting whole numbers up to 1 million quickly and accurately, solving multi-step word problems, including problems involving measurement and converting measurements from larger to smaller units. Fourth graders multiply and divide multi-digit numbers and extend their understanding of fractions by comparing the size of two fractions with different numerators, and different denominators. They create equal fractions, add and subtract fractions with the same denominator and building fractions from smaller fractions. Students connect addition and subtraction of whole numbers to multiplying fractions by whole numbers and connect addition of fractions to the concept of angle measurement. They represent and interpret data, convert fractions with denominators of 10 or 100 into decimals, locate decimals on a number line and compare decimals and fractions using the symbols $>$, $=$, and $<$. One of the ways the arts will be integrated is by creating a poster to explain a math concept.

Fifth graders build their understanding of the place value system by working with decimals up to the hundredths place. Students also add, subtract, and multiply fractions, including fractions with

unlike denominators. They continue to expand their geometry and measurement skills, learning the concept of volume and measuring the volume of a solid figure. Activities in these areas include: quickly and accurately multiplying multi-digit whole numbers, dividing numbers with up to four digits by two-digit numbers and using exponents to express powers of 10. Students read, write, and compare decimals to the thousandths place and add, subtract, multiply, and divide decimals to the hundredths place. Fifth graders write and interpret mathematical expressions using symbols such as parentheses. For example, “add 8 and 7, then multiply by 2” can be written as $2 \times (8 + 7)$. They add and subtract fractions with unlike denominators by converting them to fractions with matching denominators, multiply fractions by whole numbers and other fractions, and divide fractions by whole numbers and whole numbers by fractions. Fifth graders also analyze and determine relationships between numerical patterns and measure volume using multiplication and addition.

Mathematics 6

This course begins by connecting ratio and rate to multiplication and division, allowing students to use ratio reasoning to solve a wide variety of problems. Students further apply their understanding of multiplication and division to explain the standard procedure for dividing fractions. This course builds upon previous notions of the number system to now include the entire set of rational numbers. Students begin to understand the use of variables as they write, evaluate, and simplify expressions. They use the idea of equality and properties of operations to solve one-step equations and inequalities. In statistics, students explore different graphical ways to display data. They use data displays, measures of center, and measures of variability to summarize data sets. The course concludes with students reasoning about relationships among shapes to determine area, surface area, and volume.

Mathematics 7

This course begins with an in-depth study of proportional reasoning during which students utilize concrete models such as bar diagrams and tables to increase and develop conceptual understanding of rates, ratios, proportions, and percentages. Students’ number fluency and understanding of the rational number system are extended as they perform operations with signed rational numbers embedded in real-world contexts. In statistics, students develop meanings for representative samples, measures of central tendency, variation, and the ideal representation for comparisons of given data sets. Students develop an understanding of both theoretical and experimental probability. Throughout the course, students build fluency in writing expressions and equations that model real-world scenarios. They apply their understanding of inverse operations to solve multi-step equations and inequalities. Students build on their proportional reasoning to solve problems about scale drawings by relating the corresponding lengths between objects. The course concludes with a geometric analysis of angle relationships, area, and volume of both two- and three-dimensional figures.

Mathematics 8

The course begins with a unit on input-output relationships that builds a foundation for learning about functions. Students make connections between verbal, numeric, algebraic, and graphical representations of relations and apply this knowledge to create linear functions that can be used to model and solve mathematical and real-world problems. Technology is used to build deeper connections among representations. Students focus on formulating expressions and equations, including modeling an association in bivariate data with a linear equation, and writing and solving linear equations and systems of linear equations. Students develop a deeper understanding of how translations, rotations, reflections, and dilations of distances and angles affect congruency and similarity. Students develop rules of exponents and use them to simplify exponential expressions. Students extend rules of exponents as they perform operations with numbers in scientific notation. Estimating and comparing square roots of non-perfect squares to perfect squares exposes students to irrational numbers and lays the foundation for applications such as the Pythagorean theorem, distance, and volume.

Pre-Algebra

This full-year course is designed for students who have completed a middle school mathematics sequence but are not yet algebra-ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in numbers and operations, expressions and equations, ratios and proportions, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.

Algebra I

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Geometry

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then

students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

Algebra II

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

Pre-Calculus

With an emphasis on function families and their representations, Pre-calculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.

Science

AJJCS' science program is based on inquiry-based science instruction that aligns to the Next Generation Science Standards. Science content will be presented in three interconnected formats. These formats include:

- (1) Incorporating science content within the reading program through informational texts,
- (2) Incorporating science content into the writing program through informational writing and research, and
- (3) Presenting science content through integrated, thematic units of instruction using the Understanding by Design framework.

Below are lessons and concepts that are taught by grade level and course:

Kindergarteners observe and compare types of animals, plants, and different objects in terms of what they are made of and their physical properties. They learn about animal parts (arms, legs, etc.) and as part of their study, they draw pictures and diagrams. They learn about plant parts (stems, leaves, roots), and as part of their study, they plant seeds and monitor their growth. They also listen to or read fictional stories about animals and plants which they compare to real-life. They compare objects made of cloth and paper. They sort objects by physical properties including color, weight, magnetism, floating, etc. Kindergarteners investigate states of matter. They observe water in its liquid and solid form and transform it from one state to another. They study evaporation and also landforms by looking at pictures, going on nature walks, and creating models. They learn about how people use Earth's resources and about conservation. Kindergarteners study the weather and how it changes from day to day and across the seasons. They learn how to describe weather conditions and track it on a daily basis. One of the ways the arts will be integrated is by creating caterpillars and symmetrical butterflies with paint and labeling the parts.

First graders study animals and the adaptations that help them thrive in certain environments. They learn about carnivores, omnivores, and herbivores. They study how animals use plants or other animals to survive. They investigate states of matter and learn about what happens when substances are mixed, cooled, or heated. Students learn about plants and what they need to survive. They also learn about how the environment affects plant's external features and conduct investigations with seeds to learn about what plants need. First graders also study and track the weather and learn how it can be observed, measured and described. One of the ways the arts will be integrated is by creating an art project focusing on clouds and weather using materials such as cotton balls.

Second graders study objects in motion and begin to explore gravity and forces. They learn how to describe an object's position and motion. Through hands-on investigations they learn about forces that push and pull on objects, including simple machines and magnets and they learn that sound is related to the motion (vibration) of an object. Second graders study life cycle in plants and animals and learn about how life cycles differ for different animals. They study how parents influence physical characteristics of offspring. For plants, they study factors that affect a plant's growth and development. Second graders study physical properties of rocks and minerals and learn about how rocks become pebbles and silt. They also investigate soil and fossils. One of the ways the arts is integrated is by creating "crazy grass hair men."

Third graders observe, compare, categorize, and care for a selection of organisms, and in so doing they learn to identify properties of plants and animals and to sort and group organisms on the basis of observable properties. They learn to discriminate between sounds generated by dropped objects, how sounds can be made louder or softer and higher or lower, how sounds travel through a variety

of materials, and how sounds get from a source to a receiver. Our science program promotes Leader creativity and inventiveness. Third graders are taught astronomy through interactive lessons that cover the universe, galaxies, planetary motion, gravity, space rocks, and space exploration. They learn the process of scientific investigation. Lessons focus on the use of instruments to collect and analyze data, as well as comparing and contrasting observations, and using reference materials to obtain information.

Fourth graders become investigators and explorers of their world through the hands-on constructivist activities, as well as exploring the most marvelous machine in the world – the human body. They become inventors and are able to measure with metric and customary units of measurement and also participate in the science fair. They investigate the form and function of the human body and observe and investigate the human skeletal and muscle systems. Students learn the basic properties of electricity while investigating electric circuits and the parts of a light bulb and also learn about conductors and insulators. Fourth graders explore properties of water, changes in water, interactions between water and other earth materials, and how humans use water. One of the ways the arts will be integrated is by creating paintings about what they've learned.

Fifth graders explore landforms, environments, and levers and pulleys while participating in labs and experiments. They develop and understand aquariums and terrariums and the preferred environments to live in for certain organisms. Students develop an understanding of simple machines, and what they reveal about the relationships between effort and the work produced. They also use stream tables to gain experience with models, maps, and the concepts of erosion and deposition and explore the effects of force, friction, and wind resistance on distance and speed. One of the ways the arts will be integrated is by making planet sun catchers.

Earth Science

Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

Life Science

Examining a broad spectrum of the biological sciences, Life Science is a full-year course for middle school students that builds on basic principles of scientific inquiry and translates those skills to more complex, overarching biological themes. The course includes units that help students understand the definitions, forms, and classifications of living organisms and learn to analyze the diversity of each unique group of living organisms. Other units introduce students to the structures

and functions of cells, cell theory, and cell reproduction. These larger themes are then applied to other topics, such as genetics, Darwinian theory, and human biology and health. An introduction of ecology draws all of these concepts together to examine the interrelationships that help to maintain life on Earth.

Physical Science

This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.

Biology

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.

Chemistry

This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

Physics

This full-year course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses.

Environmental Science

Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

History / Social Science

History and Social Studies are combined to create a comprehensive course of study. Similar to the science program, social studies content will be presented in three interconnected formats. These formats include:

- (1) Incorporating social studies content within the reading program through informational texts,
- (2) Incorporating social studies content into the writing program through informational writing and research, and
- (3) Presenting social studies content through integrated, thematic units of instruction using the Understanding by Design framework.

AJJCS uses the California Education and the Environment Initiative's program, EEI. The purpose of EEI is to foster environmental literacy among all students. Environmental literacy builds critical thinking and analytic skills that help prepare students to make informed decisions about issues that affect our world. This program believes that the environment can provide depth to the study of history-social science, including the influence of geography on human settlements, the availability and conservation of natural resources, and the location of influencers on trade.

Below are lessons and concepts that are taught by grade level and course:

Kindergarteners become familiar with the idea that history relates to events, people, and places from other times. They also learn about rules, consequences, and citizenship. They learn about characteristics of good citizens through stories and folktales. Students study their school and their community, where they learn about the people there and their jobs. They map out and describe the school's layout and also the community's. They construct maps and models and connect places on maps to historical stories. Kindergarteners learn about national and state symbols and icons. They reinforce their learning about time and calendars from their math lessons by putting events in temporal order in a calendar. Students learn about the past by studying holidays and American legends. They read historical accounts of famous people and also study how daily life was different for people in the past.

First graders learn that human activities can change natural systems and these changes can affect how people live. They will focus on transportation changes and how methods of past and present rely on ecosystem goods and services provided by natural systems. They also learn about rules, consequences, and citizenship. They learn about characteristics of good citizens through stories and folktales. Students study absolute and relative locations of places and people. They also describe places using maps and models and learn about how different places affect how people live. Students explore basic economic concepts through role-play and identify different types of work and the roles people play in the community. Students learn about the past by comparing and contrasting everyday life in different times and places. First graders study American traditions, learn about national holidays and identify American symbols and historical events. Students study diversity in their school and community and learn about different forms of diversity and about different cultures. They will extend their learning to the country including American Indians and immigrants.

Second graders learn about land use patterns in California and how these patterns have changed over time. Learners continue developing map skills including using a simple grid system. They learn about land forms and use in California and North America. Students study important people from the past and learn about how the actions of these people impacted others. Students study their family history using primary and secondary sources and share what they've learned through writing and an oral presentation. As part of their study, they compare the daily lives of their ancestors with their own. They make a timeline or storyboard with important events in their lives and locate family events on a map. Second graders study governmental practices through role play and learn about how the US and other countries make and enforce laws. They study the ways nations interact with each other and study basic economic concepts, developing understanding through role play.

Third graders use maps, tables, graphs, and charts to organize information about people, places, and environments. They describe the Native American in the local region from the past to the present and also sequence the local history events and describe how each period left its mark on the land. Third graders understand the role of rules and laws in our daily lives and demonstrate basic economic reasoning skills. Students gain an overview of the world in spatial terms by describing geographical patterns, location, and interrelationships of the major physical features of the Earth's surface. Lessons include geography, latitude and longitude, adaptation of environment, and locating specific land forms in North America and Europe. They learn basic concepts and characteristics of economics, including earning and spending money, employee/employer relationships, natural resources, imports/exports, and production of goods.

Fourth graders go on a journey through California while being a time traveler and experiencing life in CA from the first settlers to the present-day Californians. They demonstrate an understanding of the geographic features that define places and regions in California and understand the political and cultural contributions of individuals and group to California history from beginnings to the present. Students locate major countries in North America, and understand the configuration of a city, within a county, within a state, within a country, a continent, and the earth. Fourth graders examine and analyze current issues and discuss how they might impact present and future life. They learn how to use public documents to gather information regarding current issues and events, examine possible impacts of a current event, predict possible impacts of a current event on future life and relate a current event to personal life.

Fifth graders describe the causes, course, and consequences of early exploration in North America. They describe the political, religious, and economic aspects of North American colonization and the causes, key individuals, and consequences of the American Revolution. Fifth graders be able to describe the causes, key individuals, and consequences of the Civil War and demonstrate knowledge of the Western Expansion in North America. Students are able to describe the law of supply and demand, how economic systems produce and distribute goods, factors that affect how consumers make their choices, given examples of competition in the economy, the economic role of government, the national defense plan, productivity, exchange of goods and services, entrepreneurship, and the influence of income on education and career choices.

Sixth graders study early human development from the Paleolithic era to the agricultural revolution. Through hands-on experiences, they learn about early human tool use and how archaeologists study. They also learn about the structures of early human societies and communities. There is a particular focus in how climatic changes and human interactions with the physical environment affected development. Students study the geographic, political, economic, religious, and social structures of Mesopotamia, Egypt, and Kush. As in the previous units, there is a focus on the interaction between the physical environment and the development of human structures. Students also learn about how these structures related to their own civilization. Sixth graders study the geographic, political, economic, religious, and social structures of the Ancient Hebrews. Students study the geographic, political, economic, religious, and social structures of Ancient Greece. There is an emphasis on political structures and how those structures relate to the modern world. There is also a focus on the arts and sciences including mythology. They learn about intellectual traditions that affected other cultures around the world. Students study the geographic, political, economic, religious, and social structures of Rome. Students study the development of the Roman Republic with particular emphasis on political structures. They learn about how and why the republic became an empire. They study the relationship between the Romans and Judaism and Christianity and study important Roman legacies to western civilization.

Seventh graders study world history, the arts and cultures of civilization from Ancient Rome, the Byzantine Empire, the Islamic World, Africa, the Americas, China, Japan and Europe through the Middle Ages. Instruction is based on multiple resources, related literature and Leader research. The course reflects an emphasis on writing styles, research skills and an interpretation and analysis of primary sources. Students demonstrate an understanding of chronological development and historical comprehension. Critical and spatial thinking is emphasized with the use of analytical and interpretive skills.

Eighth graders study United States History, chronologically organized from the Age of Discovery and the pre- Revolutionary War era to the Civil War era. They investigate economics, government, geography and history. The course reflects an emphasis on writing styles, research skills and an interpretation and analysis of primary sources. Students demonstrate an understanding of chronological development and historical comprehension. Critical and spatial thinking is emphasized with the use of analytical and interpretive skills. Students enhance their communication and critical thinking skills, while learning about the events, trends, and themes of history.

Survey of World History

This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

Modern World History

This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about

historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

Survey of US History

This one-year high school course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization. They will also assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

US History I

U.S. History I is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

US History II

U.S. History II is a yearlong course that examines the major events and turning points of U.S. history from the Industrial Revolution through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on our country's rise to global prominence. Students will also examine the influence of social and political movements on societal change and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and among multiple perspectives.

US Government

This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles

of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays.

Economics

This course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.

Human Geography

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

AP Classes

Calculus AB

This college-level, yearlong course prepares students for the Advanced Placement (AP) Calculus AB Exam. Major topics of study in this full-year course include a review of pre-calculus, limits, derivatives, definite integrals, mathematical modeling of differential equations, and the applications of these concepts. Emphasis is placed on the use of technology to solve problems and draw conclusions. The course utilizes a multi-representative approach to calculus with concepts and problems expressed numerically, graphically, verbally, and analytically.

English Language and Composition

This college-level course prepares students for the AP® English Language and Composition Exam while exploring and analyzing a variety of rhetorical contexts. This is a fast-paced, upper-level course designed for highly motivated students. Multiple opportunities are provided to enhance test-taking skills through critical reading, writing, classroom assignments, and discussion activities. AP English Language and Composition practice assessments and essays will be given throughout the course as well. This course provides students an opportunity to increase knowledge concerning prose of many styles and genres, including essays, journalistic writing, political writing, science writing, nature writing, autobiographies/biographies, diaries, speeches, history writing, and critical writing. Throughout the course, there is an intense focus on writing and revising expository, analytical, and argumentative essays to prepare students for a broad range of writing purposes.

English Literature and Composition

English Literature and Composition is designed to be a college/ university-level course. This course equips students to critically analyze all forms of literature in order to comment insightfully about an author's or genre's use of style or literary device. Students will also interpret meaning based on form; examine the trademark characteristics of literary genres and periods; and critique literary works through expository, analytical, and argumentative essays. As students consider styles and devices, they will apply them to their creative writing. In addition to exposing students to college-level English course work, this course prepares them for the AP® English Literature and Composition Exam.

Environmental Science

Environmental Science is a laboratory- and field-based course designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems, and to propose and examine solutions to these problems. Since this is an online course, the laboratory- and field-based activities will be completed virtually and via experiments that students can easily perform at home with common materials. The course is intended to be the equivalent of a one-semester, college-level ecology course, which is taught over a full year in high school. The course encompasses human population dynamics, interrelationships in nature, energy flow, resources, environmental quality, human impact on environmental systems, and environmental law.

Psychology

Psychology will introduce students to the systematic study of the behavior and mental processes of human means and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. Students also learn about the methods psychologists use in their science and practice. The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college

psychology courses. In addition, this course has been designed to help students successfully achieve a passing score on the AP® Psychology exam.

Spanish Language and Culture

Spanish Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communication skills. The course prepares students for the AP® Spanish Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

World History

This advanced study of world history combines historical thinking skills with the in-depth exploration of major course themes such as the interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and interaction of economic systems; and more. Students engage in reading, writing, and discussion as they trace history from before the Common Era to the present.

US History

This course surveys the history of the United States from the settlement of the New World to modern times and prepares students for the new 2015 AP® United States History Exam. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

High School Electives

Introduction to Art

Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this one-semester course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students

enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

Art History I

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth- and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

Health and Physical Education

This bundle includes three courses. Foundations of Personal Wellness is a full-year offering that combines health and fitness instruction. Two separate semester-long courses are also included: Healthy Living, which focuses exclusively on personal health but in a more conservative and traditional treatment than Contemporary Health, and Lifetime Fitness, which is a one-semester physical education course.

Psychology

This two-semester course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

Sociology

Providing insight into the human dynamics of our diverse society, this is an engaging, one-semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles,

family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

Career Explorations

This course prepares middle school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skill demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of students.

Career Planning and Development

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop the skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve.

Computer Science

This one-semester course introduces students to the basics of computer science through a series of Python® programming projects that encourage creativity and experimentation. Students create a diverse portfolio of projects as they learn commands and functions, values and variables, graphical user interface, modular and object-oriented programming, and events and event-driven processes. Students also learn loops, debugging techniques, software development processes, arrays and sets, generators and namespaces, packages and libraries, randomness, file handling, and how to program simple games. Students explore careers in programming, including profiles from a wide variety of programming professionals.

Engineering Design

Engineering Design introduces students to computer-aided design, including the creation of geometric forms, interpreting 2D and 3D drawings of objects, and editing isometric and perspective drawings in a professional CAD environment. Students learn the steps of the design process by modeling and building paper towers, bridges, or platforms. Projects include orthographic projections of 3D objects, isometric drawings, designing a 3D container, and applying math and geometry skills to models and engineering processes. Students produce drawings to meet design specifications, create oblique and perspective CAD drawings, edit drawings in a 3D CAD environment, and apply reverse engineering to an object to explore its parts, aesthetics, and manufacturing process. Students also learn Creo™ Elements/Direct™, a 3D CAD modeling program used by professional engineers.

Computer Applications: Office 2016®

This full-year course introduces students to the features and functionality of the most widely used productivity software in the world: Microsoft® Office®. Through video instruction, interactive skill demonstrations, and numerous hands-on practice assignments, students learn to develop, edit and share Office 2016 documents for both personal and professional use. By the end of this course, students will have developed basic proficiency in the most common tools and features of the Microsoft Office suite of applications: Word®, Excel®, PowerPoint®, and Outlook®.

Introduction to Business

In this two-semester introductory course, students learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today’s fast paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

Introduction to Entrepreneurship

This one-semester course teaches the key skills and concepts students need to know to plan and launch a business. Students learn about real-life teen entrepreneurs; characteristics of successful entrepreneurs; how to attract investors and manage expenses; sales stages, planning, and budgeting; how to generate business ideas and create a business plan; and how to promote and market a company. Topics include exploring factors of business success and failure, economic systems, competition, production, costs and pricing, accounting, bookkeeping and financial reporting, working with others, and successfully managing employees.

Introduction to Health Science

This high school course introduces students to a variety of healthcare careers, as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the health care field.

Personal Finance

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest

money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

Foreign Language

MS Spanish I

Middle school students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

MS Spanish II

Students in middle school continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

Spanish I

Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

Spanish II

High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

Spanish III

In this expanding engagement with Spanish, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In

addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

Physical Education

The object of the physical education program is for students to develop life-long habits of building physical strength and dexterity. Students are exposed to a variety of physical movement activities that will suit a variety of learning styles and skills and that are aligned to the State Content Standards, and all students in grades 5, 7 and 9 will take the Physical Fitness Test. Physical education (PE) will take place daily during weekly PE lessons. PE develops students' awareness of how the body moves and how physical activity impacts other parts of their life. For instance, students may learn how physical activity can relieve stress or help with focus. PE activities will develop a range of physical and athletic skills, as well as habits of teamwork, cooperation, and fair play.

Technology

Technology is a powerful tool and when used appropriately, can be an effective instructional aid. For the TK-8 program, technology is used to supplement lessons, implement activities and bring content material to life. For the 9-12 independent study program, technology is used to deliver the curriculum. Students also use computers for Accelerated Reader and Math testing and SBAC testing. AJJCS' primary goals are to develop strong oral and written communication, and educate global citizens who can speak and engage confidently with others. Technology is used to enhance the achievement of these goals. AJJCS will comply with all technology contracting and data security requirements applicable to California school districts.

Independent Study

AJJCS will provide an independent study program that allows each student to: (1) achieve high academic standards; (2) develop and improve social skills by building self-esteem through achievement and discipline; and (3) work in an environment that promotes learning. AJJCS will create a menu of learning opportunities for students that may include classroom study, field study and research, independent study, and other creative modes of instructional delivery developed by staff in partnership with the family.

Core courses are required of all students and include: English Language Arts, Mathematics, Science, Social Science, Arts, Health, Physical Education, Electives and Foreign Languages. Course requirements will meet all state academic standards applicable to charter schools. The

academic program is interdisciplinary and includes integrated curriculum units in the core subjects that integrate rural agricultural preservation and civic responsibility.

The ratio of average daily attendance (ADA) for independent study students to full-time equivalent (FTE) certificated employees responsible for independent study is not to exceed the equivalent ratio of ADA to FTE certificated employees for all other (non-independent study) educational programs (referred to as the comparative ratio).

Each AJJCS course covers a semester's worth of material and is comprised of the following:

- Unit learning outcomes that state the learning objectives about what students should accomplish throughout a specific unit.
- Required reading assignments based on the course textbook and other assigned reading.
- Unit lectures, discussions, and presentations that contain insight and analysis of the unit's topics.
- Discussion boards where students and teachers can communicate ideas and thoughts.
- Assignments for students to complete and submit.
- Interactive, multi-media projects completed in cooperative learning teams.
- Course resources that contain readings and documents that assist students in accomplishing unit objectives.
- Project information page with descriptions of and instructions for course projects.
- Availability of interactive software allowing students and teachers' real-time and online voice and video communication for Independent Study students.

The AJJCS' the Independent Study Teacher/Coordinator will monitor the successful achievement of each student's educational goals, their progression through their courses, and their achievement of grade level requirements. Students are provided the support, guidance, and advice needed to successfully achieve their academic goals.

Two Tracks for High School: College Preparatory / Non-College Preparatory

AJJCS has access to UC a-g approved course work for high school students who are interested in pursuing a college preparatory track. These classes are taught by single subject credentialed teachers qualified to teach in those specific areas of study as per the assurances required by UCCOP.

Students who are not interested in a college preparatory track may take state standard aligned courses offered through a platform like Edgenuity, that are reviewed by single subject credentialed teachers.

High School Graduation Requirements

AJJCS high school students will be offered two diploma tracks. The Independent Study Teacher/Coordinator will meet with students and their parents to determine which diploma will best meet the student’s strengths, goals, and aspirations.

Table 1.3: AJJCS Diploma Graduation and College Prep Requirements (Subject to Change)

SUBJECT CATEGORY	High School Graduation Requirements 210 credits	College Prep/A-G Requirements 220 credits
English	40 credits	40 credits
English 9 A/B	10 Credits	10 Credits
English 10 A/B	10 Credits	10 Credits
English 11 A/B	10 Credits	10 Credits
English 12 A/B	10 Credits *Exception Possible: with alternate proficiency, substitute with 10 elective credits.	10 Credits
Mathematics	20 credits	30 credits (must include Algebra II)
Algebra I A/B	10 credits	10 credits
Math (Geometry A/B or Algebra II A/B equivalent or higher.)	10 credits	10 credits-Geometry A/B
Algebra II A/B		10 credits-Algebra II A/B
Social Science	30 credits	30 credits
World History A/B (grade 10)	10 credits	10 credits
US History A/B (grade 11)	10 credits	10 credits

Am. Government (grade 12)	5 credits	5 credits
Economics (grade 12)	5 credits	5 credits
Science	20 credits	20 credits
Biological/Life Science	10 credits	10 credits –must be Bio Lab
Physics/Physical/Earth Science	10 credits	10 credits-Phys or Chem
Physical Education	20 credits	20 credits
Health	5 credits *Substitute for elective if previous school has health imbedded in another course.	5 credits
Foreign Language	20 credits Two years same Foreign Language.	20 credits Two years same Foreign Language.
Spanish I	10 credits	10 credits
Spanish II	10 credits	10 credits
Visual and Performing Arts	10 credits One year of visual and performing arts.	10 credits One year of visual or performing arts.
Career Technical Education	10 credits One year of career technical education.	10 credits One year of career technical education.

Elective Community Service	10 credits	10 credits
Electives/Special Interest	25 Credits	25 credits One year (or two semesters) of a course approved specifically in the “g” subject area, including courses that combine any of the “a-f” subject areas in an interdisciplinary fashion; or One year (or two semesters) of an additional approved “a-f” course beyond the minimum required for that subject area.
TOTAL CREDITS	210	220

Professional Development

Teacher training and support is critical to the successful implementation of the proposed AJJCS model. At AJJCS, teachers are central members of the learning community. There are opportunities for teachers to learn new techniques and to collaborate with their colleagues to develop curriculum, utilize strategies, and evaluate student achievement. The professional development model is structured around time, support, and shared decision making.

Table 1.4: 2020-21 Professional Development Calendar (Subject to Change)

Date	Time	Type	Topic
8-10-20	8 AM - 4 PM	Teachers	Project-Based Learning using Agriculture
8-11-20	8 AM- 4 PM	Teachers	Strategies for English Learners and SWD

			Mindfulness
8-12-20	8 AM- 4 PM	Teachers	Lesson Planning Long Range Plans Setting SMART Goals Evaluations & Observations
8-13-20	8 AM- 4 PM	Teachers	Setting up Classroom Environment
8-14-20	8 AM- 4 PM	All Staff	Welcome Back & Introductions Vision and Mission Mindfulness Professional Learning Communities (PLCs) Required Trainings: School Safety Plan, Mandated Reporter, Sexual Harassment Prevention, Blood Borne Pathogens School Operations and First Day Specifics
8-17-20	1:45 PM- 2:45 PM	Teachers	First Day of School Debrief
9-2-20	3:15-4:15 PM	Teachers	Review of Accelerated Reader and Mathematics Review of Formative Assessments Understanding Data from Assessments
10-7-20	3:15-4:15 PM	Teachers	Differentiation Making Accommodations for SWD
10-23-20	8 AM- 4 PM	Teachers	Writing Strategies Teaching to the Writer Using PBL & STEAM to Assess Writing Writing Across Disciplines

11-4-20	3:15-4:15 PM	Teachers	Formative Data Analysis
12-2-20	3:15-4:15 PM	Teachers	Multi-Tiered Systems Support (“MTSS”) Developing Behavior Data and Develop Strategies
1-6-21	3:15-4:15 PM	Teachers	Curriculum Tune-Up
1-15-21	8 AM- 4 PM	Teachers	Review of Formative Assessments Best Instructional Strategies for ELs Best Instructional Strategies for SWD Best Instructional Strategies for High Performing Students PBL Best Practices Math Best Practices Literacy Best Practices Writing Best Practices Using SBAC Practice Tests
2-3-21	3:15-4:15 PM	Teachers	Multi-Tiered Systems Support (“MTSS”) Review of Interventions
3-3-21	3:15-4:15 PM	Teachers	LCAP Goal Setting
3-29-21	8 AM- 4 PM	Teachers	SBAC Training and Schedule Preparing Students for Performance Tasks Mindfulness
4-14-21	3:15-4:15 PM	Teachers	Project-Based Learning using Agriculture
5-5-21	3:15-4:15 PM	Teachers	Writing Review
6-2-21	3:15-4:15 PM	Teachers	Best Instructional Strategies for Els and SWDs

6-14-21	8 AM- 4 PM	Teachers	Review of EL Progress and SWD Progress Goal Setting for Achievement Guides based on Student Need
6-15-21	8 AM - 4 PM	Teachers	Planning for Next Year Filling out Student Records Review of AR/AM Data Review of Year’s Successes and Challenges Goal Setting for School

Proposed School Calendar 2020-21

The proposed school calendar (subject to change) was developed to increase attendance, decrease chronic absenteeism, and make sure that all students have an opportunity to learn and excel. The proposed school calendar has the students attend school for 175 days as required, and the majority of the weeks are four day weeks, and students will attend school on sixteen Mondays. There are eighteen Mondays that are non-instructional days, and of those, one Monday is a teacher professional development day. There are four Mondays that are holidays, and four Mondays that are part of a school break. In the event of unexpected/unplanned school closure due to inclement weather, power outage, flooding etc., the last three “No School Mondays” of the school year shall be used as make-up days on an as-needed basis.

Agnes J. Johnson Charter School

2020-2021 School Calendar

July 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22*	23	24
25	26	27	28	29	30	31

November 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14*	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26*	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11*	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

-  Holidays/School Closed
-  School Recess
-  Unassigned Days/School Closed
-  Professional Development Day/No School for Students



Minimum Day

No School - Mondays



First and Last Day of Instruction – Minimum Days

Parent Teacher Conferences – Minimum Days

Key to Proposed School Calendar 2020-2021

Professional Development Days:

August 10-14, 2020
 October 23, 2020
 January 15, 2021
 March 29, 2021
 June 14-15, 2021

First Day of School:

August 17, 2020 First Day of Semester 1 – Minimum Day

Local/Legal Holidays:

July 3, 2020	Independence Day
September 7, 2020	Labor Day
November 11, 2020	Veterans’ Day
November 26-27, 2020	Thanksgiving Holiday
December 24-25, 2020	Christmas Holiday
January 1, 2021	New Year’s Day
January 18, 2021	Dr. Martin Luther King’s Birthday
February 15, 2021	Presidents’ Day
May 31, 2021	Memorial Day

Minimum Days:

12 scheduled minimum day will each provide at least 240 instructional minutes.

Regular School Days:

163 scheduled regular school days will provide at least 315 instructional minutes for grades TK-8, and 380 instructional minutes for grades 9-12.

Unassigned Days-No School for Students/Teachers:

Fall Break:

November 23-25, 2020

Winter Break:

December 21, 2020 – January 1, 2021

Presidents’ Week:

February 16-19, 2021

Spring Break:
April 5-9, 2021

No School Mondays:

8 scheduled Mondays of no school. In the event of unexpected/unplanned school closure due to inclement weather, power outage, flooding etc., the last 4 “No School Mondays” of the school year shall be used as make-up days on an as-needed basis. If a make-up day is to be used, AJJCS will inform student/parents at the time of school closure, as well as send home updated schedules with all students in the weeks/days leading up to the necessary make-up day. Calendar will be kept up to date on the AJJCS website as well as on social media. Changes may also be included on a recorded message on the school answering machine and phone calls will be made to each family.

Last Day of School:

June 11, 2021 – Minimum Day

End of Quarters*:

End of Quarter 1: October 22, 2020

End of Quarter 2, Semester 1: January 14, 2021

End of Quarter 3: March 26, 2021

End of Quarter 4, Semester 2: June 11, 2021

Proposed Daily Schedule

Table 1.5: Sample Early Release Day Schedule (Subject to Change)

Grades TK-8		
Subject	Time	Instructional Minutes
Welcome/Mindfulness	8:30-8:45	15
Language Arts	8:45-9:35	50
PE	9:35-10:00	25
Snack/Recess	10:00-10:15	0
Mathematics	10:15-11:05	50
Science/Social Science	11:05-11:40	35
Lunch	11:40-12:25	0
Mindfulness Practice	12:25-12:35	10
ELD/UA	12:35-1:05	30
Art/Music/Agriculture/Spanish	1:05-1:25	20
Dismissal/Mindfulness	1:25-1:30	5

240

Sample Regular Day Schedule (Subject to Change)

Grades TK-8		
Subject	Time	Instructional Minutes
Welcome/Mindfulness	8:30-8:45	15
Language Arts	8:45-10:00	75
Snack/Recess	10:00-10:25	0
Mathematics	10:25-11:40	75
Lunch	11:40-12:30	0
Mindfulness Practice	12:30-12:40	10
Social Science/Science	12:40-1:30	50
PE	1:30-1:55	25
ELD/UA	1:55-2:25	30
Art/Music/Agriculture/Spanish	2:25-2:55	30
Dismissal/Mindfulness	2:55-3:00	5

315

Charter school will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction:

- (A) To pupils in kindergarten, 36,000 minutes.
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.
- (D) To pupils in grades 9 to 11, inclusive, 64,800 minutes.

AJJCS is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960 for all students to include the students in the independent study program. Thus, the Charter School for each fiscal year will meet or exceed the required number of instructional minutes as set forth in Education Code Section 47612.5(a)(1). Every Independent Study student will have an individualized Master Agreement (MA) that that meets the requirements of the Education Code Section 51747.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	163	315	0	0	12	240	0	0	175	36000	54225	18225
1	Yes	163	315	0	0	12	240	0	0	175	50400	54225	3825
2	Yes	163	315	0	0	12	240	0	0	175	50400	54225	3825
3	Yes	163	315	0	0	12	240	0	0	175	50400	54225	3825
4	Yes	163	315	0	0	12	240	0	0	175	54000	54225	225
5	Yes	163	315	0	0	12	240	0	0	175	54000	54225	225
6	Yes	163	315	0	0	12	240	0	0	175	54000	54225	225
7	Yes	163	315	0	0	12	240	0	0	175	54000	54225	225
8	Yes	163	315	0	0	12	240	0	0	175	54000	54225	225

Typical Day

A Day in the Life of a Kindergartner at AJJCS

Anna will start her day of kindergarten at Agnes J. Johnson Elementary School by arriving around 8:15 AM. She will be greeted warmly at the door by her teacher, Ms. Smith, and then she will hang up her coat and backpack and put away anything else in her cubby. Anna goes to play outside in the beautiful kindergarten play area that is connected to her classroom.

At 8:30 students ring the bell to start the day. Each day a different pair of students will have the job to ring the bell to begin the day. This helps students develop self-management skills to keep themselves on track in the real world. Ms. Smith will begin the day with a Morning Meeting and Mindfulness. The students will sing songs and Ms. Smith will let the class know the schedule for the day. Today the kindergartners will have Gardening in addition to all the core curriculum subjects. They will also be cooking zucchini, since “z” is their letter of the week. The class will walk the trail in the beautiful Redwood forest that borders the school. Other enrichment classes that the class will have on different days that are taught by specialized teachers are computers, music, art, and 4H. Then, while sitting on the carpet, the students led by Ms. Smith, close their eyes and begin by taking an anchor breath. As Anna continues focusing on her breathing, Ms. Smith leads the students to focus on the present moment, on the carpet, in their classroom, at their

school, in their community. While Anna continues focusing on her breathing, she tries to focus on the present moment.

8:45 Language Arts

Students are working on reading words with the short “u” sound. Ms. Smith has magnetic letters on the board to build different words that have the short “u” sound and she calls on students to come to the board to build these words. Example are “cub”, “rub”, and “hug”. Each student has his/her own magnetic board and is building the words too. Many of these words will appear in the story the class will learn to read called “We Are Vets”. They have also just learned the new sight word “are”. The class is reading a book from National Geographic, which is the kindergarten reading program, called “We Are Vets”. The class does a choral reading of the book together and discusses the story and what a veterinarian's job is. Then students are paired up and partner read “We are Vets” as Ms. Smith and her instructional assistant walk around listening to the children read. On Friday the local veterinarian will visit the classroom to talk about her career as a vet. This connects the story the children are reading to a job in the community in which they live. Part of their social studies curriculum is learning about jobs in the real world and this is integrated into the kindergarten reading program.

9:15 Ms. Smith reminds the class that it is “Z” week and the class discusses the sound that letter z makes and things that start with the letter z. The class will split up into two groups. One group will be cooking organic zucchini from the school garden. Students had picked the zucchini from the garden just the day before. Each student will chop the zucchini, then dip it in flour and egg. Ms. Smith will cook the zucchini, and a parent volunteer has come in to help. The student who is vegan and gluten-free has his zucchini cooked first without any flour or egg. Most of the kids enjoy the zucchini! Cooking is an important real-life skill and a weekly part of the kindergarten class. They all clean up their own workspace to get it ready for the next group. The second group will be working on journal writing with their instructional assistant. They have a sentence starter “Vets(veterinarians) are_____”. Ms. Smith had brainstormed with the children the day before about their thoughts about vets. Children copy “Vets are” in their journals and then finish the sentence with their own ideas. Children then draw a picture in their journals of what they had written.

10:00 Snack-today the children are having organic berries and organic pistachios.

10:10-10:25 Recess

10:25-11:40 Calendar and Math- Students will start their math period with the Calendar. The two class helpers for the day come up to put in the day of the week, and to keep track of how many days the class has been in school. Today is the 135th day of kindergarten! The class keeps track of how many days they have been in school with straws in the hundreds, tens, and ones place. They

count up to how many days they've been in school. The class sings the Days of the Week song. Calendar is a great way for kindergartners to learn their months, days of the week, counting, and place value. Learning about the calendar is related to the real world in a meaningful way. Math-Kindergartners have been working on a geometry unit. Today's lesson is about hexagons, and the children will create flowers made out of hexagon shapes they cut out from hexagon templates. Before they begin their hexagon flowers, each child is presented with a wooden hexagon and they all count the six sides and corners. Anna notices that the tables they are sitting around have six sides and they are hexagons! She proudly shares this with the class. When they are done with their hexagon flowers, Ms. Smith hangs them up for everyone to admire.

11:40-12:30 Recess/Lunch-Anna can't wait to go play. At 12:10, the whistle blows and she lines up for lunch. Now she is really hungry. Students will be served a homemade organic lunch from the cafeteria. Much of the lunch comes from the school's organic garden.

12:30-12:40 Quiet Time/Mindfulness -Students come in from lunch quietly and rest. Ms. Smith guides them through some gentle breathing exercises for part of the time.

12:40-1:30 Today Anna's class is doing Science, tomorrow they will do Social Science. The kindergartners are excited because it is the week they are celebrating Dr. Seuss's Birthday, and they are listening to Ms. Smith read *The Lorax*. They will be planting a class tree in honor of the Lorax later that week. The Science lesson is about trees and Ms. Smith demonstrates the parts of a tree. Anna thinks about how trees need sun, water and soil to grow. The students review the lesson from the text then draw and label their own tree.

1:30-1:55 PE-Redwood Hike-The class goes on a short hike through the redwoods that are neighboring the school. There is a beautiful trail everyone enjoys.

1:55-2:25 Universal Access- Anna is in the blue group. She sits down with the Intervention Specialist with 3 other students and they review Capital and Lower-Case Letters. Anna struggles with this concept, but in her small group she tries to write each one and Ms. Thomas, the Intervention Specialist, tells her what a good job she is doing. Anna then reads the letters on a sheet Ms. Thomas has and identifies which letters are Capital and which letters are lower case. Anna sees the red group working with Ms. Smith, the green group on the computers and the yellow group reading on the carpet. She has never done so well and she is proud of herself.

2:25-2:55 Enrichment Class-Anna and her classmates go to the garden with Ms. Rovai. In the garden, the students pick lettuce they have planted that will be used for tomorrow's salad bar at lunch.

2:55-3:00 Ms. Smith guides them through some breathing. Students share what the best part of their day was. Anna doesn't share, but she loves the garden the best. The class sings some songs, and she packs her backpack with papers in her cubby. It's another great day at AJJCS Charter School!

A Day in the Life of a Third Grader at AJJCS

Raul arrives to school at 8:00, and rushes to the barns with his Mother, time to feed his goat. After giving his goat breakfast and some love, he walks to class. His teacher greets him outside the classroom, and they chat as he changes out of his barn boots. Raul walks into class with a friend, and they sit on the main carpet. The room is a peaceful place, flooded with natural light and smells like peppermint. Raul likes the smell, but when it's his turn to fill the diffuser, he wants to add eucalyptus oil, that's his all-time favorite.

School begins at 8:30, Raul's class is sitting in a circle on the carpet. The teacher starts by going over the day's agenda. Raul is excited that they have a "Surprise Build" this afternoon. The teacher reminds the class that the signal word this week is "Mindful," and the yoga pose of the week is "Tall Mountain." The teacher then starts with the anchor breath, and leads the class through breathing and centering themselves in the present moment.

At 8:45, the teacher asks the class Speaker to read the "Question of the Day" which is projected on a large screen. Today's question is "What is your favorite season?" Raul doesn't know how to answer at first, but then the teacher points to the photos under the question. Raul sees a photo of daffodils, he likes the yellow, so he decides he likes Spring. He turns to his partner and uses a sentence frame from the screen to answer his question. He then listens while his partner responds to the question. The class has a short discussion about the seasons, after hearing others' answers Raul decides to change his answer to Summer. Raul hears "Mindful," and stands to do his Tall Mountain pose. He remembers what Ms. Kym, the yoga teacher, told the class, "Plant your feet on the ground, and grow as tall as you can." Raul enjoys how the class gets silent for a moment.

The teacher breaks the silence at 9:00 by asking the students to get their journals and choose a place to sit. Raul chooses to sit on a tall stool by the window. The teacher goes over the question again and reads the paragraph frame projected. Raul likes writing using the paragraph frame, it helps him organize his ideas. Then he hears "Mindful," and does his best Tall Mountain again.

The teacher asks the class to return to the carpet for an ELA mini-lesson at 9:15. Raul is learning how to visualize when he reads. He closes his eyes as his teacher reads, and then tells his partner details he saw when his eyes were closed. The teacher reminds the class to use this strategy when they read today. After another quick Mt. pose, it is time for ELA choice.

Raul gets his folder and looks at his weekly form to decide which activity to choose at 9:30. He remembers his weekly goal is to improve his vocabulary, so he decides to make a CCD chart with this unit's words. He gets some colored pencils, and sits on a pillow at a low table, two of his classmates join him. He uses his book to construct his chart, but also must use his imagination to add graphic reminders for each word. When Raul sees the snack helpers wash their hands, he hopes there are still strawberries from the garden. The teacher tells the class it's time to clean up for snack and Raul puts away his materials.

At 10:00 Raul washes his hands, chooses his snack, and sits by his best friend at the tall table. The teacher plays two short videos, both are songs about multiplying by 3's. Raul begins to sing when he finishes his strawberries. The teacher asks the students which video they prefer. Raul raises his hand, and explains he likes the School House Rock video, because it is easy to remember. Another student explains that she likes the Number rock better, because she enjoys the beat.

At 10:10 the teacher says "Mindful" and after a short pose, Raul puts his plate in the sink and lines up for recess. Raul and his friends decided to play soccer today, and he is happy it isn't raining!

10:25 and it is time for Math. Raul is learning about multiplication, and he made a goal to memorize all the basic facts by Winter break. Raul gets his Math journal and sits on carpet by the white board. He uses a lap desk to take notes while the teacher goes over the objective of the lesson. Raul learns the word "Array" during today's lesson, and how to show multiples using arrays. The teacher then explains that she wants the students to draw arrays to show how to plant vegetables in the garden. Raul draws his garden using an array showing 3×7 for zucchini plants but uses 3×2 for eggplants... he doesn't like eggplant but loves zucchini bread!

Raul is surprised when he hears the teacher say the signal word again, "Dance time already?" he thinks to himself. It is 10:50 and time for a dance break. They are practicing a dance, so they can do a flash mob during lunch next month; the class decided on "Cha Cha Slide." Raul quickly puts away his Math journal and finds a place to dance. He loves to dance; it always makes him smile.

At 10:55 it is time for another Tall Mountain pose, and then the Surprise Build. The teacher pulls sticks to choose partners, and Raul is with the new boy in the class. He is a little nervous to be his partner for the first time. The teacher tells the students he will give them a card with a photo of a famous building. They will have five minutes to study the photo and decide which materials they will use to construct the building. Raul gets a photo of "The Pantheon," he and his partner decide what to use, and make a quick sketch of how they want to construct their building. The teacher then tells the class they can start building, and they build their Pantheon. Raul gets a little frustrated when it collapses at the last minute, but his partner laughs and he decides to laugh too. Raul concludes they better have a stronger base next time.

At 11:40, the teacher says it is time for lunch and Raul helps put away the materials and lines up. Raul and his friends play soccer some more. Raul makes the most goals. When he hears the whistle, he and his class line up for lunch. He is happy to see they are having baked potatoes today, because he dug up potatoes in the garden yesterday. Raul talks and laughs with his friends as he eats.

At 12:30 it is time to go back inside. Raul enters the classroom quietly, gets his Science text, and sits on the main carpet with his classmates. The teacher leads them through some anchor breaths, and Raul quickly feels himself in the moment. At 12:40, they read about electricity from the text, and Raul makes note of the two words conductors and insulators. The teacher has a few conductors and a few insulators for the students to touch and examine. The teacher talks about the text features in the Science text, and Raul learns about what kinds of things conduct electricity and what kinds of things insulate like the covering of a wire. One quick Mt. pose, and time to go for a mindful walk in the woods. Raul puts away his textbook, grabs his sketch book, then lines up.

It's 1:30 and Raul is quietly walking with his class down to the trail head. The teacher tells the class to be especially mindful of the flowers on their walk today. Raul loves how cool the air is in the forest, and he notices the trillium are blooming. The class is silent as they walk along the path, and Raul can hear birds high in the redwood trees. The teacher stops the class and asks them to visualize what it would be like to be here in the hottest day of Summer. Then he asks them to visualize what it would be like in Autumn, and Winter. They continue along the path till they reach to top of the playground and walk out into the field. The teacher tells the students to find a place to sit where they can see a flower to sketch. Raul finds some buttercups in the sun and starts to sketch them. In a few minutes the teacher says "Mindful," and Raul stops his sketch and goes into his pose. It's nice to do the pose outside; he can watch the clouds go by.

At 1:55, it is time for Universal Access. Raul is in the Otter group and he meets with Mr. Ruiz who reviews the vocabulary for the ELA lesson next week. Raul like making sure he can understand the vocabulary since that is sometimes hard for him. They read a part of next week's story independently and aloud to Mr. Ruiz. When Raul mispronounces a word, Mr. Ruiz repeats the word for him and Raul rereads the sentence. He is glad to do this in the Otter group instead of in front of the whole class. Everyone in the Otter group mispronounces words. Then, he writes down words he thinks are interesting as he reads, this will help his achieve his goal of improving his vocabulary.

At 2:25 it is time for art. The teacher explains the projected sketches of flowers. Raul thinks it is interesting that botanists can draw plants with so much detail. Raul loves to draw and likes being outside, "Maybe I'll be a botanist," he thinks. Raul uses a projected diagram of a flower to label his sketch of the buttercup.

Raul does his yoga pose at 2:55, then puts his materials away. He begins cleaning the back counter, his responsibility for the week. When he is finished, he goes to the main carpet for a class meeting. The class President and Vice President begin the meeting. Raul shares his feelings about his day and listens to his classmates. The teacher has them take an anchor breath, then reads a part of a poem by Walt Wittman to the class. Raul closes his eyes and visualizes the forest the author is describing.

At 3:00 Raul puts on his barn boots, and heads to the goat barn with some of his classmates. His 4-H leader greets him with a shovel, time to clean out the goat pin. Raul lets out a sigh, and then he and his friends laugh as they work. After cleaning off his boots, Raul makes sure his goat has everything she needs for the night. He gives his goat a little kiss and walks back to his classroom. Raul's Father is waiting for him, and he begins to tell him all about his day.

A Day in the Life of a Sixth Grader at AJJCS

At 8:25 Eva arrives at school. She enters her classroom, puts her backpack down, and greets her teacher. She glances at the schedule on the board and gets excited about today's math lesson. She almost forgot that today was the day the sixth grade will learn and practice graphing ratios. Her class will be visiting the henhouse today to gather data on the egg to hen ratio. This is the beginning of an extensive data gathering project. Eva's class will be graphing the egg to hen ratio for the entire month. She chats with her friends for a few minutes before class starts. They are all excited about the chickens and their eggs.

At 8:30 Eva's teacher rings the bell that signals the start of class. Eva and her fellow students find their seats. This week Eva is sitting at the low floor table. Out of all the flexible seating options in her classroom Eva likes this spot the best because she gets to sit cross-legged on the carpet and is free to wiggle her legs a little. Her teacher takes roll and lunch count then goes over the day's agenda on the board. After roll and agenda her teacher asks the students to prepare their bodies for mindfulness. Eva crosses her legs and shuts her eyes. She hears her teacher tell the students to shut their eyes, feel their bodies in contact with the floor or the chair, and clear their minds. The bell makes a low echoing ring that signals the beginning of mindfulness. Eva loves the sound of the hollow ring, she can feel the vibration moving through her body, relaxing and calming her mind. When they can no longer hear the sound, they open their eyes.

At 8:45 it is time for the students to set their weekly goal. The teacher's helpers pass out an index card to every student. Eva thought about choosing teacher's helper for her classroom job, but she chose snack helper instead because she enjoys picking out their daily snack. The teacher's helper reaches her table and Eva quickly flips over her index card and begins writing. She has been thinking about her new goal since last Friday. This week, she would like to set a monthly goal to double last month's reading goal. She knows it will be a challenge but she is determined to read 200,000 words in one month. After a few minutes the teacher asks all of the students to share their

goals with their table partners. Eva is excited to share her goal with her best friend and fellow table partner Rachel. Eva and Rachel share their goals then turn and talk to the other students at their table. After they share with their table partners, the teacher pulls an equity stick and asks those students to share their goal with the class. Eva's stick gets pulled, and she happily shares her goal with the class.

At 9:00 AM Eva prepares for ELA choice. Of the five options, today she chose to read with someone. Her friend Jose also needed to read with someone so they each grab a nonfiction book on China (the focus of their current ELA unit) and sit down on the large pillow in the classroom's library together. They take turns reading the pages to each other until they finish the book, then they ask each other comprehension questions about the book. Eva jots down a new question she has about ancient China on a sticky note, she will need this later during her PBL (Phenomena Based Learning) project later. At the end of ELA choice, they return to their seats and fill out their reading logs. Eva writes a short summary of the book she read.

At 10:00 the class eats their snack. Eva and Jose wash their hands to prepare to pass out snack. Eva is excited to eat the cherry tomatoes they harvested from the garden yesterday. She rinses them in the sink and pats them dry. Jose grabs a bag of almonds from the cupboard, and they both agree it's a good choice. They pass out the snack to their classmates and prepare for recess.

At 10:10 Eva lines up to go to recess. Her favorite thing to do this time of year is make fairy houses out of the dirt, moss, and twigs with her friends. They run to the end of the field where they have spent many hours constructing their kingdom.

At 10:25 Eva and her classmates return to the classroom. They gather their notebooks and prepare to go to the chicken coop to gather data for their math lesson. As they all walk to the chicken coop, they pass the goat barn, Eva loves the little gray eared goat named Peanut. Eva plans to have her own goat next year to learn the milk and cheese making process. When they arrive at the chicken coop, Eva lifts the lid and collects the eggs on the east side of the coop, she carefully places them in her basket. Her classmate checks the west side and they set their baskets down on the picnic table for the whole class to observe. They gathered 16 eggs from 20 hens making their ratio for the day 16 to 20. Eva and her class log their ratios in their notebook and her teacher guides them through plotting them on a coordinate grid. Her teacher then asks the students to come up with an equivalent ratio. Eva's teacher tells them to think about ratios as fractions and Eva quickly thinks of an equivalent ratio. She shares with her partner, per her teacher's request, and she plots her equivalent ratio on the graph. They compare today's egg to hen ratio with last Friday's, discuss why it could be more or less, then gather their notebooks and walk back to class.

At 11:10 when they return from gathering eggs Eva prepares for Math practice. Eva complete the ratio lesson out of the textbook, and since she finishes before other students, she works on her

STEAM independent project. This week, she is designing and engineering a bridge made of toothpicks and glue. She made a few small-scale experimental models last week and learned that triangular shapes hold more weight than square shapes, so it's back to the drawing board today. She plans to draw some design inspiration from the Golden Gate Bridge, a suspension bridge, but she'll have to make it work with just toothpicks.

At 11:40 Eva and her class walk to the field. Eva and her friends return to their fairy kingdom. When she hears the whistle, she and her friends go to the cafeteria for lunch. She enjoys the fresh strawberries from the garden in her lunch and talking to her friends at the table. Today, Eva has volunteered to take the compost bucket to the garden.

At 12:30 Eva returns from lunch. The teacher asks the students to prepare their bodies for mindfulness. Eva sits at her desk and shuts her eyes. The teacher reminds the students to feel their bodies in contact with the floor or the chair, and clear their minds. The bell makes a low echoing ring that signals the beginning of mindfulness. Eva loves the sound of the hollow ring, she can feel the vibration moving through her body, relaxing and calming her mind. When they can no longer hear the sound, they open their eyes.

For Social Science, she is working in a small group to research the history of ancient China. Eva enjoys the Phenomena Based Learning topic that her small group has chosen. She also enjoys the freedom of PBL to create and answer her own questions about ancient China. Eva and her group chose to research the political systems of ancient China. They plan to present their topic to the class through performing arts. Eva and her small group have already started working on the props for their skit at home. Eva will be portraying Emperor Qin Shi Huang, the "First Emperor."

At 1:30 the class heads outside for physical education. Today Eva and her class are working on partner yoga poses. Today the partner yoga pose is "lizard sunbathing on a rock." It is a combination of child's pose with a partner (chest to the sky) relaxing on your back. Today is Eva's turn to be the lizard. The teacher starts the class with a quick sun salutation to warm up before they break into pairs. It only took Eva a few tries before she could balance on her partners back, they shared some laughs before she relaxed, leaned back, and let the sun fill her face with warmth.

At 1:55, Eva prepares for Universal Access. Eva and Rachel are in the Egypt group. She grabs an ELA book off the shelf and walks to the large carpet. She takes a seat next to Rachel and opens her book. They are currently reading the play *Mulan*, and Eva is excited to continue reading the part for narrator 1. She enjoys how the narrator helps set the tone of the play and explains the characters to the audience. Eva has also learned that reading the setting of the play helps you visualize the scene as well as the characters. As UA comes to an end, they make predictions about what will happen next in the play. Eva looks forward to reading a new part tomorrow. She returns her book.

At 2:25, it is time for Spanish. Eva loves learning the language. The class read a story about Pilar and Alejandro who visited the Mayan temple. Today, as the students follow along, the teacher plays the story from the computer so the students can hear the language. There is lots of new vocabulary words. The teacher reviews the words, then the students ask the questions from the book while their partner answers them. Then the partners switch. Finally, the students write three sentences of a summary of the story. There is a list of the verbs and vocabulary words the students need to use. Eva is surprised how long this takes her, since she is so good in school. She wonders if this is what her classmates who are learning English feel like.

At 2:55, they clean up. Since Eva is snack helper, her responsibility is to clean the counter and throw away, compost, or recycle any unused snack or garbage. She recycles the empty almond container and helps Jose wipe down the counter. She returns to her seat at the low table where the teacher leads them through one final mindful activity. She reminds them of their nightly reading homework. At 3:00, Eva happily grabs her book and lines up with the class to walk down the hall to meet her family out front.

Independent Study Leader

The AJJCS Independent Study Teacher/Coordinator will be on campus daily from 8:30 AM – 3:00 PM and available for IS students to come on-site to complete work, receive individual tutoring, take assessments, conduct an in-person check-in or attend a course or workshop taught by the Independent Study Teacher/Coordinator or join with peers in an elective course. Programming will be flexible and based on needs of each student, with underlying assumption that all students will connect with their teachers daily online and come to the school location at least one day per week. The IS students are encouraged to attend elective courses Tuesday through Friday.

During courses or workshops, the Independent Study Teacher/Coordinator will take deeper dives into their instruction, focusing on areas where students need additional clarification, using hands-on learning activities so that students may apply what they have learned, field trips and more. Scheduled Workshops include working in small groups as well as having whole class experiences. Time is divided between whole class discussions and activities and small learning groups, targeting lesson specific needs or extensions. During courses or workshops, the Independent Study Teacher/Coordinator will incorporate rural agricultural preservation and civic responsibility.

Students will have access to their academic courses in a platform like Edgenuity 24 hours a day, seven days per week. This accessibility to information and learning is important so that students have an opportunity to review key concepts at their pace on their free time outside of class if they need additional review. Teachers will also have students review concepts online prior to class time on site so students come to class with some prior knowledge that the teacher will reinforce with

class time activities, workshops or lab time. The online curriculum is the foundation upon which the teachers build with onsite learning experiences.

Attendance in Independent Study programs is based on the achievement of the work product assigned by the teacher. Students strive to receive at least a “C” grade or higher on their work. If the work turned in is below a “C” grade, students will have to complete an alternative assignment that achieves the same content standard. This personalized approach to instruction and learning gives students the opportunity to do their very best on their assignments and gives the teachers an opportunity to intervene with a student in the event they are not achieving an appropriate level of course mastery.

Special Populations

AJJCS is an inclusive Charter School and will offer services for all students in special populations. This includes, but is not limited to, students who qualify for Free or Reduced-Price Lunch; students who are designated as ELs; and students who receive Special Education services. AJJCS will serve all students with an Individualized Education Program (“IEP”), regardless of their eligibility. AJJCS will follow the regulations of the Elementary and Secondary Education Act. The students who are designated as ELs will receive daily instruction in English Language Development in addition to teachers using Specially Designed Academic Instruction in English (“SDAIE”) strategies including accessing prior knowledge, cooperative learning, hands-on instruction, student communication, explicit vocabulary instruction, multicultural education and checking for understanding.

Students are most successful when there is a cooperative effort between parents and Charter School personnel in a spirit of shared responsibility. AJJCS has developed time in the Professional Development calendar for teachers to evaluate data and to plan strategically to support all learners. In order to meet the needs of all students. Teachers will utilize Universal Access time to differentiate the instruction for each student. Instruction is differentiated according to learning styles, strengths, abilities, and interests to support all learners. Students will receive actionable and timely feedback, which will empower them to achieve by building on what they know. All students will receive a rigorous, standards-based and experiential learning experience. Students who experience problems with achieving academically or who demonstrate the need for behavior support will be referred to the Student Success Team for further discussion regarding interventions.

AJJCS will develop a culture of high expectations for all students. AJJCS believes that all students can achieve high standards, regardless of their strengths, weaknesses, and life experiences, and, therefore, all students should be offered opportunities to engage in a rigorous curriculum.

Students who are not meeting grade level benchmarks will be provided additional interventions during Universal Access and throughout the teaching day. The interventions will focus on building and supporting basic reading, writing and math skills for success in the regular grade level

appropriate curriculum. Students will be identified for interventions based on the following assessments/performances:

- Students performing well below proficiency or not approaching mastery of standards, especially in Language Arts and Mathematics.
- Progress reports sent home by teachers
- Fall Universal Testing (curriculum embedded assessments)
- English Learner score on English Language Proficiency Assessments for California (ELPAC)
- Student score on Smarter Balanced Assessments (SBAC)
- Formative and summative assessments given by classroom teachers
- Student Request
- Parent Request

SST Process

The Student Success Team (“SST”) is a positive school-wide early intervention process to support students who are not making satisfactory academic progress or to support students when their behaviors are impeding their own progress or the progress of others. AJJCS will set up an SST, which will be comprised of parents/guardians, teachers, administrators, and other professionals or the student as appropriate. The SST will meet regularly to highlight a student’s strengths upon which a plan for improvement can be based. Concerns are viewed as obstacles to student performance, and not indicative of the student or his/her character. The SST designs a practical support plan that all team members agree to implement. Follow-up meetings will take place to monitor student progress with the interventions in place. The SST may determine to refer a student for special education evaluation after one meeting or may monitor the students through the SST protocol based on the severity of student need.

SST Protocol

Step 1. The Charter School personnel (teacher, support staff, administrator) or the parent requests a referral to the Student Success Team. This referral includes information regarding specific concerns and previously attempted interventions and accommodations. Parent is contacted and informed of referral.

Step 2. The team members review and collect information relevant to the student’s performance. This information could include: information provided in student’s cumulative file, parent/teacher/administrator observations, grade reports, tests, homework, attendance, parent information regarding the student’s academic and health history, teacher reports, results of state/district academic assessments and a list of modifications or interventions previously attempted.

Step 3. The team establishes a meeting time when all members can participate and be actively involved in the problem-solving process. A translator is arranged if needed.

Step 4. The SST meeting representatives summarize strengths and concerns, and discuss and develop an action plan with academic or behavioral interventions. Modified interventions are then documented and monitored for success. The team brings: 1) completed evaluation forms, 2) appropriate work samples, 3) list of interventions attempted, 4) and the student's cumulative file.

Step 5. If plan is unsuccessful, a follow up meeting is held within 4-6 weeks to discuss alternatives for accommodations and interventions. The SST process may be repeated. If the revised plan remains unsuccessful, the student may qualify for more structured modifications or a 504 plan. An unsuccessful SST process could lead to a determination of qualification for Special Education.

All throughout the SST process, clear lines of communication are in place between AJJCS administration, staff, and special education staff (as appropriate) as the SST process is implemented.

Supporting Academically Low-Achieving Students

Assessment

All AJJCS students will participate in and benefit from an academically rigorous and standards-based curriculum. Low-achieving students will be identified by meeting any of the following criteria: performs at least two (2) grades below grade level, does not meet standards on state testing, answers sixty-percent (60%) or more incorrectly on school benchmarks or multiple measures assessments, and fails to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year. Low-achieving students will be identified by teachers, who will notify parents/guardians of their child's academic levels before the end of the first quarter, and will refer the student for interventions.

Interventions

AJJCS will take a systematic approach to closing the achievement gap by allocating multiple resources to academically low-performing students. AJJCS teachers will address the needs of academically low-achieving students, including appropriate modifications in any of the following program components:

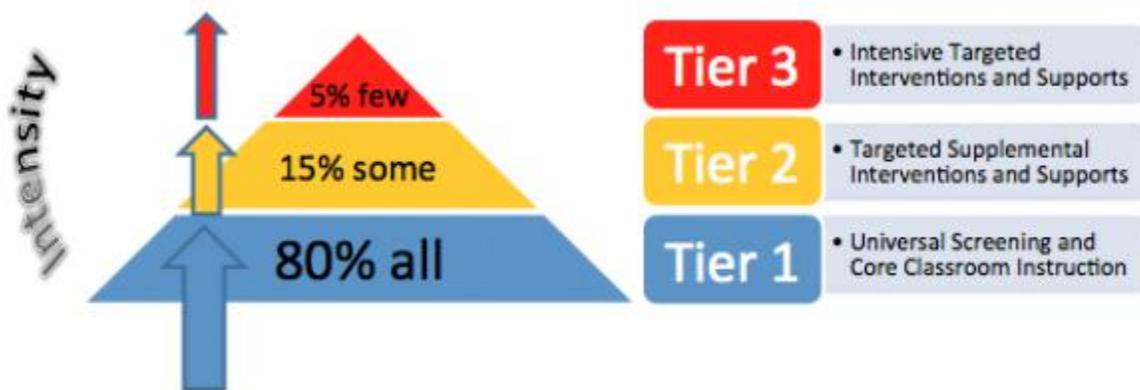
1. Tier 1 - Foundational Program: (a) all teachers instruct to the standards on a daily basis, (b) all student work aligns to standards, and (c) all students are able to describe what they are learning and why, reflecting on their learning.

2. Tier 2 - Strategic Intervention: Identified students will receive strategic intervention for 30 minutes within the instructional day in the areas of language arts and/or mathematics in a small-group (5 or fewer students) setting during Universal Access. Strategic intervention allows students

to practice and develop skills. On-going benchmark and progress monitoring will be used to adjust interventions.

3. Tier 3 - Intensive Intervention: Identified students will receive intensive intervention for at least 30 minutes within the instructional day in the areas of language arts and/or mathematics in a very small-group (two or three students or one-on-one) setting during Universal Access. Intensive intervention allows students to receive explicit instruction and focus on only one skill until proficient and prepared to move on. Highly flexible grouping will allow teachers to reorganize students, including multi-age grouping when appropriate.

Chart 1.4: Visual Chart of Tiered Interventions



Student progress will be monitored on an ongoing basis through a combination of teacher observation, checklists, classroom assessments, intervention assessments and benchmark assessments to determine the effectiveness of interventions. Student progress will be communicated to the parent or guardian every six (6) weeks. If after the intervention session, the strategies in place are deemed unsuccessful, the student may repeat an intervention or move up a Tier. If the student is not making adequate progress at Tier 3, he or she will be referred to the SST process.

Supporting Academically High-Achieving Students

Assessment

Academically high-achieving students will be identified by meeting any of the following criteria: performs at least two (2) grades above grade level, exceeds standards on state testing, and answers ninety-percent (90%) or more correctly on school benchmarks or multiple measures assessments, and consistently demonstrates academic growth above grade level in reading, writing, and/or mathematics during each year. High-achieving students will be identified by teachers, who will notify parents/guardians of their child’s academic levels before the end of the first quarter, and will refer the student for enrichment.

Enrichment

AJJCS will provide enrichment opportunities for excellence for students who demonstrate an ability to achieve beyond their grade level. The Charter School is committed to providing high achieving students with opportunities to study the curriculum in more depth and inculcate in them higher order thinking skills. Teachers will use differentiated instruction strategies to provide challenging assignments to advanced level students to bring out the originality in them.

AJJCS will encourage high achieving students to become leaders in student council, tutoring younger students, running events like bake sales, emceeding events, becoming ambassadors for Charter School tours, entering the talent show, representing AJJCS in outside events like fundraisers and TV or radio interviews. High achieving students may also compete in the Spelling Bee, and work with the Executive Director to form other activities to engage all their peers in the AJJCS community.

Flexible academic groupings within and out of the classroom, along with the after-school enrichment opportunities like clubs, are designed and implemented to fully serve high achieving students as well as students working toward academic, behavioral success. AJJCS teachers will provide a qualitatively differentiated curriculum that stress higher order thinking, concept learning, and cross-curricular study according to the academic content standards to prepare for SBAC testing, higher education learning, promote brain development, and engage learners of all levels. Some examples of enrichment are included below.

Web Projects

Web projects provide students opportunities to independently research topics of their interest that are closely linked to an area of study in which rest of the class is participating. The teacher provides guidelines and web resources for such projects. The teacher also gives the students the rubric for the assessment of such projects. All students have access to a computer lab for the work space to explore and research. Every student has access to computer use on laptops in the classroom.

Small Group Research Projects

Teachers can arrange for a group of high-achieving, self-directed students to work together exploring a topic. Students assign themselves roles such as report writer, PowerPoint creator, or poster designer. Each student specializes in one area of expertise. The teacher allows these high-achieving students class time to work on their research project when the other students are practicing skills the small group has already mastered. The teacher schedules a time this group will present the research project to the class and present to other classes as well. Such activities by students encourage cooperative learning among high achieving students also raise expectations for all students.

Independent Projects

The teacher allows a student to research a topic based on his or her own inquiry or based on the curriculum in the classroom. The teacher encourages the student to use resources at home, in the library and in the classroom. The independent study can be completed in the form of a report written by the student, a PowerPoint presentation, a poster showcasing the knowledge gained, or a simple product.

Supporting SED Students

AJJCS understands that students who are SED need support and opportunities for enrichment. AJJCS will provide the needed support by providing meals as required and will provide a robust Universal Access time to address SED students who are also low-achieving. Students will receive opportunities for enrichment through the school's program which includes an inclusive community supported by families and educators, instructional strategies focused on academic excellence based on State Standards understanding multiple modalities, experiential learning, project-based learning, independent study option for grades 9-12, mindfulness, rural agricultural preservation and civic responsibility.

Supporting the Social Emotional Needs of Students

AJJCS will support the social emotional needs of students through mindfulness and alternatives to suspension. Practicing mindfulness will be used to develop social, emotional, and academic learning competencies with an open heart and an open mind. Alternatives to suspension will include an inclusive environment where student behavior is handled in an effective and fair manner by promoting positive solutions like reflection. Students will learn to take responsibility for the behavior, learning from mistakes, making amends and returning to the school community. Alternatives to suspensions are paramount since data has shown that suspension from school has little impact on teaching a student how to correct their behavior. Obviously, students cannot learn if they are not in school.

Supporting English Learners

AJJCS will meet all applicable legal requirements for English Learners, including long-term ELs or ELs at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification 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.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled ELs shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

Every AJCS Core Teacher will have either a CLAD or BCLAD credential and will have the ability to provide instruction to the ELs. Every English Learner will receive integrated ELD in all core content areas taught in English using SDAIE strategies. In addition, every English Learners will receive designated ELD for 30 minutes per day taught by a credentialed teacher utilizing specialized ELD curriculum during Universal Access as evidenced by the Daily Schedule.

Specific attention will be paid to Long-Term English Learners (LTELs) who will be grouped together and given the specific tools to be reclassified. Close reading of non-fiction text will be mastered to include fluency and comprehension. Specific writing tasks including citations and analysis will be mastered to increase writing skills. The teachers of LTELs will monitor their grade in English Language Arts to assure that they are completing the course at the standard necessary

for reclassification. Listening and Speaking skills will be increased through speeches, presentations and debate.

Additional instructional strategies that may be used to help support ELs include:

- Frontloading vocabulary, vocabulary building, and schema building;
- Models, demonstrations, visuals, and realia;
- Manipulative materials and hands-on materials;
- Repetition and review of concept and vocabulary;
- Choice of resources, tasks, language production options;
- Active participation in various individual and group configurations;
- Print-rich environment;
- Authentic and meaningful tasks, making connections between learning, and real-life experience;
- Opportunities for reflection and verbalizing thoughts through academic talk;
- Standards-based unit organization;
- Integration of listening, speaking, reading and writing with content areas;
- Assessment and monitoring of progress toward standards and check for understanding;
- Development of metacognition and goal setting;
- Total Physical Response; and
- Explicit instruction in key skills (e.g., preview, scanning, skimming).

To address the significant academic needs of EL students, all of the major components of AJJCS' instructional program have been carefully designed to promote the academic and social success of EL students. Several key features of effective programs for ELs were identified during a study of 75 exemplary schools that successfully provide academic programs to ELs in California (www.sharingsuccess.org). Many of those features will be incorporated within the program at AJJCS, such as:

- Inclusion - The program for ELs will be an integral part of the school as provided through integrated ELD in core content areas.
- Enrichment – ELs will be provided with a rich educational program, not a remedial curriculum. The instructional approach for all students will emphasize critical thinking, hands-on learning, relevance, and connection across the disciplines.
- Coordination - A premium will be placed on coordination and collaboration both horizontally and vertically across grade levels. Schedules will be designed to provide common planning time for teachers.
- Internal Impetus – Teachers and students will be the driving force and key players in designing and implementing innovative curricular and instructional approaches.

Additionally, project-based learning (PBL) has significant benefits for ELs. Karen Carrier, in “Key Issues for Teaching English Language Learners in Academic Classrooms,” (Middle School

Journal, November 2005) identifies three key challenges ELs face in the academic classroom:

- The amount of time required for second language acquisition
- The dual job of ELs – learning content and learning the language
- The need for multiple modes of input and output

Within the flexible instructional environment of PBL, teachers will frontload key vocabulary and concepts, and engage in multiple modes of instruction within the classroom, naturally allowing for multiple modes of input and output, providing students with real-world applications and built-in visuals to contextualize new learning.

If there is funding in the future, AJJCS would like to train teachers on Project Guided Language Acquisition Design (Project GLAD). Project GLAD is an instructional model that incorporates many research-based and highly effective instructional strategies. Using Project GLAD, teachers will deliver academic content and language while using an integrated, balanced literacy approach. While originally developed for ELs, it benefits all students through the use of high-level thinking and academic language, as well as cross-cultural skills. Students taught in a GLAD classroom are prepared to be productive, self-sufficient, literate citizens of a global society.

Monitoring and Evaluation of Program Effectiveness

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

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Monitoring English Learner Progress

The teachers will utilize the English Learner folders and collect student samples to measure progress regarding comprehension, fluency, vocabulary, pronunciation and grammar usage four times a year. Teachers will provide quarterly progress reports to parents on the growth of their English Proficiency. Staff will monitor reclassified English Proficient students for a minimum of four years. The Executive Director will maintain a list of students who are identified as ELs with ELPAC/CELDT, SBAC, date of entry to US, and Year 1 and Year 2 data. AJJCS will also maintain grade progression, benchmark scores, and promotion to next grade with standard mastery.

Each English Learner has an ELD Folder to track academic progress. AJJCS will maintain ELD information including: Home Language Survey, ELPAC/CELDT results, Reclassification Forms,

and Year 1-4 monitoring forms. AJJCS will provide intervention to students who score Standard Not Met or Standard Nearly Met in English Language Arts and Math on the SBAC.

Supporting SWD

A. Overview

The Charter School shall comply with all applicable state and federal laws in serving SWD, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School shall consider membership in the following SELPAs: Humboldt/Del Norte SELPA and El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to HCOE, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School shall provide HCOE evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all SWD.

B. Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student

who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

C. Services for Students under the “IDEA”

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on HCOE. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA, which MOU shall be executed prior to the commencement of operation, or as otherwise agreed upon by the parties. **The language that follows is not meant to unilaterally bind HCOE, or to preclude alternative arrangements between HCOE and the Charter School as agreed upon in a MOU:***

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”).

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. Charter School staff shall participate in all mandatory County or SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and locate Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment. The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter

School from a district operated program under the same special education local plan area of the District within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns regarding special education services, related services and rights raised by parents/guardians..

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

The Charter School shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Charter School's Outreach Efforts to Recruit SWD

AJJCS expects that the number of SWD it serves reflect the proportion of persons with disabilities in the general public and the District, which is 8.32%. AJJCS will make efforts in its student recruitment process to ensure that the Charter School will attract a comparable enrollment of SWD as compared to SHJUSD. Recruitment efforts toward this special population of students and their families will include:

1. Open-house informational sessions that are held in the community will address parents of SWD and provide assistance if needed.
2. One-on-one meetings between the Charter School and parents of SWD who express interest in learning more about how AJJCS can meet the particular needs of their child.
3. Parent's SWD will be encouraged to bring IEP or 504 Plans to the school site after admission, and prior to the school year starting so staff can be notified, have a copy of the plans, discuss needs with parents and prepare for the first day of school for the student(s).

Annual Goals and Actions in the State Priorities

The Charter School has provided a reasonably comprehensive description of its annual goals and actions, schoolwide and for all subgroups, in the eight state priorities, in accordance with Education Code Section 47605(b)(5)(A)(ii), in Elements 2 and 3.

**ELEMENT 2: MEASURABLE PUPIL OUTCOMES; and
ELEMENT 3: METHODS TO ASSESS PUPIL PROGRESS**

Governing Law: 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter 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. Education Code Section 47605(b)(5)(B).

And

Governing Law: 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. Education Code Section 47605(b)(5)(C).

Introduction

The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. The Charter School will develop its LCAP, which will be aligned to the state priorities.

The Charter School will track the academic achievement of its students by pursuing the following measurable objectives:

1. Ensure college preparedness through curriculum, collaboration, communication, and creativity.
2. Students will be offered a range of classes in a variety of subjects focusing on core content, visual and performing arts, and science, technology, engineering, and mathematics.
3. Ensure a Positive Learning Environment supporting students social and emotional needs through strong family and community ties.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), is included in Element 1. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided

with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

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.

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the HCOE Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Table 2/3.1: Eight State Priorities Table

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES	
<u>STATE PRIORITY #1— BASIC SERVICES</u>	
<i>The degree to which teachers are appropriately assigned (Education Code Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (Education Code Section 60119), and school facilities are maintained in good repair (Education Code Section 17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will be appropriately placed according to credential and expertise.
ACTIONS TO ACHIEVE GOAL	Annual review of all credentials will be conducted.

MEASURABLE OUTCOME	100% of teachers will be appropriately credentialed and assigned.
METHODS OF MEASUREMENT	Review of credentials on the Commission on Teacher Credentialing website.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All students will have equal access to standards-aligned instructional materials.
ACTIONS TO ACHIEVE GOAL	Core content curriculum will be standards-aligned and provided to all students.
MEASURABLE OUTCOME	100% of all students will have standards aligned instructional materials in all core classes.
METHODS OF MEASUREMENT	Inventory of core curriculum materials Verification of state-approved and standard aligned on the California Department of Education’s website.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be well-kept and well-maintained.
ACTIONS TO ACHIEVE GOAL	School facilities are maintained and repaired with janitorial services and immediate response for maintenance concerns.
MEASURABLE OUTCOME	Maintenance requests will be addressed within 24 hours of its placement. Classrooms will be cleaned at least 3 days a week.

METHODS OF MEASUREMENT	Maintenance request logs Visual observation of classrooms Cleaning schedules
<u>STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS</u> <i>Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will be taught by appropriately credentialed teachers and with State Standards aligned curriculum.
ACTIONS TO ACHIEVE GOAL	Curriculum will be reviewed to ensure State Standard alignment. Teacher credentials will be verified.
MEASURABLE OUTCOME	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.
METHODS OF MEASUREMENT	Staff rosters Curriculum inventory Pacing plans
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	EL students will receive designated ELD instruction daily for 30 minutes and integrated ELD instruction in core content areas to assist in language acquisition and access to academic content knowledge, taught by an appropriately credentialed teacher.

<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Students identified by Home Language Survey will be given the ELPAC within the first 30 days of school.</p> <p>EL students learn age-appropriate content knowledge that reflects the content learning in the mainstream.</p> <p>EL students will read authentic texts, not simplified or contrived text.</p> <p>EL students will learn to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, creative poetry, science experiments.</p> <p>EL students will learn technical and academic vocabulary.</p> <p>Classroom teacher will assign the core/essential concepts related to the specific content for the EL teacher to teach to the EL.</p>
<p>MEASURABLE OUTCOME</p>	<p>All EL students will receive 30 minutes of designated ELD daily and integrated ELD instruction in all core content areas.</p> <p>80% of EL students will advance by at least one EL level yearly.</p> <p>At least 80% of EL students will advance at least one performance level per the ELPAC each year.</p> <p>Long term English Learners will advance at the same rate as newly classified English Learners.</p> <p>100% of students will return the Home Language Survey</p>
<p>METHODS OF MEASUREMENT</p>	<p>Lesson Plans</p> <p>Classroom Observation</p> <p>EL Level Roster</p> <p>Review of credentials on the Commission on Teacher Credentialing website</p> <p>ELPAC Testing Rosters/Score Reports</p> <p>Roster of returned Home Language Surveys</p>
<p align="center">SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Support will be provided to all EL students to gain proficiency in the English language.</p>

<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Students identified by Home Language Survey will be given the ELPAC with in the first 30 days of school. Instructional strategies such as Total Physical Response (“TPR”) and Specially Designed Academic Instruction in English (“SDAIE”) will be used during content area lessons daily. EL students will receive dedicated ELD instruction daily to assist in language acquisition and access to academic content knowledge taught for 30 minutes daily by an appropriately credentialed teacher. EL progress will be monitored. Professional development will be provided to teachers on ELD best practices.</p>
<p>MEASURABLE OUTCOME</p>	<p>100% of Language Arts teachers will be trained on ELD best practices. All identified students will be given the ELPAC with in the first 30 days of school. 100% of teachers will use TPR and/or SDAIE during content area lessons daily.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Professional Development sign in sheets ELPAC testing roster/reports Teacher observation EL Level Roster Review of credentials on the Commission on Teacher Credentialing website</p>
<p><u>STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT</u> <i>Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</i></p>	
<p>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>The Charter School will create an inclusive environment by including parents in activities and communication.</p>

<p>ACTIONS TO ACHIEVE GOAL</p>	<p>The Charter School will provide opportunities for regular meetings that will allow parents to be partners in their child’s education. The Charter School will provide parent workshops focusing on helping students achieve academic success. Parents will be encouraged to volunteer at the Charter School or by attending school events and activities. The Charter School will seek input for the development of the LCAP through annual survey and meeting</p>
<p>MEASURABLE OUTCOME</p>	<p>The goal for parental involvement is at least 60% and includes the percentage of parents who volunteer, attend scheduled meetings and school sponsored family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 70% of parent involvement is reached.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Parent workshop sign-in sheets Parent/Teacher Conference sign-in sheets Calendar Flyers for parent events</p>
<p>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>At least 60% of parents will be involved in activities supported by or sponsored by the Charter School.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>The Charter School will provide constant and consistent communication with families through weekly classroom newsletters, monthly school wide newsletters, weekly phone calls, and emails. The Charter School will encourage volunteer opportunities and will post the information on the school website.</p>

<p>MEASURABLE OUTCOME</p>	<p>Information regarding school activities will be sent out weekly via email. The Charter School will send out a monthly newsletter via email.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Sent email report Copy of monthly school newsletter Website Log</p>
<p><u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> A. <i>California Assessment of Student Performance and Progress statewide assessment</i> B. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> C. <i>Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California</i> D. <i>EL reclassification rate</i> E. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> F. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i> 	
<p style="text-align: center;">SUBPRIORITY A – CAASPP</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>The students will score At or Above Standard Mastery at the same level as the District or higher (2018-ELA 38.95%, Math 27.22%) on the California Assessment of Student Performance and Progress (“CAASPP”) in the area of English Language Arts/Literacy and Mathematics. The anticipated significant subgroups are White students and SED students.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Classroom instruction will be conducive to student learning including project-based learning . Adequate learning environments will be provided to all students. Appropriate State Standards aligned instructional materials and curriculum will be provided to all students.</p>

	Implement a tiered intervention program during Universal Access.
MEASURABLE OUTCOME	There will be an increase of at least 2% of students scoring at or above standard mastery in 2019-2020 ELA and Math SBAC Scores over District’s 2019-2020 scores for All Students, SED Students and White students. In 2020-2021, scores will increase by 2% over 2019-2020’s scores, in 2021-2022 by 3% over 2020-2021’s scores, in 2022-2023 by 3% over 2021-2022’s scores, and in 2023-2024 by 4% over 2022-2023’s scores, which will result in a total of a 14% increase over 2019-2020 scores by 2023-2024 SBAC scores.
METHODS OF MEASUREMENT	CAASPP reports
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Course catalog will be submitted for a-g approval and every student will take at least one CTE course during their high school years.
ACTIONS TO ACHIEVE GOAL	Submit courses for a-g approval Review and track all high school students’ schedules for requirements
MEASURABLE OUTCOME	Courses will be a-g approved 85% of high school students will be in a-g approved classes 100% of seniors will have taken at least one CTE course.
METHODS OF MEASUREMENT	a-g approval list Student course tracking
SUBPRIORITY C – EL PROFICIENCY RATES	

GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	Utilize TPR and SDAIE in daily instruction ELD report cards will be given to parents with regular report card Provide Professional Development on ELD instructional strategies.
MEASURABLE OUTCOME	There will be an annual increase of 2% over baseline established in 2019-2020 in the number of ELs who are reclassified as RFEP, and will exceed the district’s reclassification rate. At least 80% of EL students will advance at least one performance level per the ELPAC each year.
METHODS OF MEASUREMENT	Lesson Plans and Classroom Observation RFEP report EL roster Copies of ELD report cards to be put in students’ cumulative files
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
ACTIONS TO ACHIEVE GOAL	EL students will receive 30 minutes of designated ELD daily and integrated ELD in all core content areas which includes small group instruction, usage of SDAIE and ELD instructional strategies and curriculum. Parents will be informed of student progress through ELPAC scores. ELD report card and assessment scores.
MEASURABLE OUTCOME	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.

METHODS OF MEASUREMENT	ELPAC scores Daily schedules Lesson observation
SUBPRIORITY F – AP EXAM ACCESS	
GOAL TO ACHIEVE SUBPRIORITY	AP courses will be available to those students interested.
ACTIONS TO ACHIEVE GOAL	Provide information regarding the benefits of AP courses to all high school students.
MEASURABLE OUTCOME	100% of students wishing to take AP courses will have access to desired courses.
METHODS OF MEASUREMENT	Roster of students enrolled in AP courses
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Create a culture of college prepared students by teaching college readiness skills.
ACTIONS TO ACHIEVE GOAL	Provide classes on organizational skills Provide social skill classes
MEASURABLE OUTCOME	95% of seniors that have been at the Charter School for all four years of high school will graduate.
METHODS OF MEASUREMENT	High school graduation rates
<p><u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u></p> <p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> A. <i>School attendance</i> B. <i>Chronic absenteeism</i> C. <i>Middle school dropout rates (Education Code Section 52052.1(a)(3))</i> D. <i>High school dropout rates</i> E. <i>High school graduation rates</i> 	

SUBPRIORITY A – STUDENT ATTENDANCE	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will increase to a 95% attendance rate (2018-ADA 91.13%)
ACTIONS TO ACHIEVE GOAL	<p>The Charter School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled.</p> <p>Attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.</p> <p>The Charter School will recognize students with perfect or improved attendance.</p> <p>Conduct parent training on the importance of in school attendance</p>
MEASURABLE OUTCOME	<p>There will be an increase of at least 1% of students attending school in 2019-2020 for All Students, SED Students and White students.</p> <p>In 2020-2021, rates will increase by 1% over 2019-2020’s rates, in 2021-2022 by 1% over 2020-2021’s rates, in 2022-2023 by 1% over 2021-2022’s rates, and in 2023-2024 by 1% over 2022-2023’s rates, which will result in a total of a 5% increase over 2019-2020 rates by 2023-2024 rates.</p>
METHODS OF MEASUREMENT	<p>Daily/monthly attendance reports</p> <p>P1/P2 reports</p> <p>Independent Study Learning Period Logs</p>
SUBPRIORITY B – STUDENT ABSENTEEISM	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will decrease the chronic student absenteeism rate to 10% (2018-25.6%).
ACTIONS TO ACHIEVE GOAL	<p>Students with improved or perfect attendance will be recognized during monthly awards ceremonies.</p> <p>Parents of students with more than 5 unexcused absences per semester will meet with Charter School administration.</p> <p>Conduct parent training on importance of in school attendance.</p>

MEASURABLE OUTCOME	10% or less of students will be non-certificated as chronically absent meaning they miss 15 or more school days per year.
METHODS OF MEASUREMENT	Attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not drop out of middle school.
ACTIONS TO ACHIEVE GOAL	Academic support to at-risk students Social/emotional to support to at-risk students Parent meetings
MEASURABLE OUTCOME	0% of students will drop out of middle-school.
METHODS OF MEASUREMENT	Drop out report Enrollment report
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have a less than 5% drop out rate.
ACTIONS TO ACHIEVE GOAL	Administrators will monitor at risk and credit-deficient students Interventions such as tutoring and credit recovery classes will be offered to at risk students.
MEASURABLE OUTCOME	The Charter School will have a less than 5% drop out rate.
METHODS OF MEASUREMENT	CDE published drop-out rates.

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	95% of seniors who have been at the Charter School for all four years of high school will graduate.
ACTIONS TO ACHIEVE GOAL	Administrators will monitor at risk and credit-deficient students Interventions such as tutoring and credit recovery classes will be offered to at risk students.
MEASURABLE OUTCOME	95% of seniors who have been at the Charter School for all four years of high school will graduate.
METHODS OF MEASUREMENT	Published CDE graduation rates
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. Pupil suspension B. Pupil expulsion C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have a 5% or lower suspension rate (2018-13.6%).
ACTIONS TO ACHIEVE GOAL	The Charter School will implement a Positive Student Behavior program. Teachers will be trained in Mindfulness. The Charter School will utilize Alternatives to Suspension.
MEASURABLE OUTCOME	There will be a decrease of at least 2% of students suspended in 2019-2020 for All Students, SED Students and White students. In 2020-2021, rates will decrease by 2% over 2019-2020’s rates, in 2021-2022 by 2% over 2020-2021’s rates, in 2022-2023 by 2% over 2021-2022’s rates, and in 2023-2024 by 0.6% over 2022-2023’s rates, which will result in a total of an 8.6% decrease over 2019-2020 rates by 2023-2024 rates.

METHODS OF MEASUREMENT	Suspension reports Office referral reports Alternatives to Suspension evidence
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have less than a 1% expulsion rate.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement a Positive Student Behavior program. Teachers will be trained in Mindfulness.
MEASURABLE OUTCOME	The Charter School will have less than a 1% expulsion rate.
METHODS OF MEASUREMENT	Expulsion report
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community and connectedness.
ACTIONS TO ACHIEVE GOAL	Annual school surveys will be sent to parents, students, staff, and community members. Parents and community members will be encouraged to participate in programs focusing on the students and school.
MEASURABLE OUTCOME	A baseline for completed and returned Annual Family Surveys will be established in 2019-2020. Initial and ongoing parent and family satisfaction rates will be greater than that of the District. Completed and returned survey rates will increase by 3% in 2019-2020, and then each following year will see an additional 2% increase over the preceding year’s rate.

<p>METHODS OF MEASUREMENT</p>	<p>Survey results</p>
<p><u>STATE PRIORITY #7— COURSE ACCESS</u> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets current levels of knowledge and skill.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>All academic content areas will be available to all students, including student subgroups, at all grade levels.</p>
<p>MEASURABLE OUTCOME</p>	<p>100% of students will have access to a broad course of study.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Course catalog Student schedules</p>
<p><u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u> <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
<p>SUBPRIORITY A – ENGLISH</p>	

GOAL TO ACHIEVE SUBPRIORITY	The students will make progress toward meeting At or Above Standard Mastery on the STAR assessments on Accelerated Reader in the area of English Language Arts/Literacy. The anticipated significant subgroups are SED Students and White students.
ACTIONS TO ACHIEVE GOAL	The Charter School will utilize instructional strategies that include: project-based learning, small group work, reading intervention, speaking skills to present information, narrative and response to literature, collaboration with colleagues to support learning goals, and leveled reading groups for small group instruction.
MEASURABLE THE OUTCOME	There will be an increase of at least 2% of students scoring at or above standard mastery in 2019-2020 STAR assessments for All Students, SED Students and White students. In 2020-2021, scores will increase by 2% over 2019-2020's scores, in 2021-2022 by 3% over 2020-2021's scores, in 2022-2023 by 3% over 2021-2022's scores, and in 2023-2024 by 4% over 2022-2023's scores, which will result in a total of a 14% increase over 2019-2020 scores by 2023-2024 STAR scores.
METHODS OF MEASUREMENT	Accelerated Reader STAR scores
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	The students will make progress toward meeting At or Above Standard Mastery on the STAR assessments on Accelerated Math in the area of Mathematics. The anticipated significant subgroups are SED Students and White students.
ACTIONS TO ACHIEVE GOAL	The Charter School will utilize instructional strategies that include: project-based learning, small group work, math interventions, online tools and resources, peer-to-peer coaching, and collaboration with colleagues to support learning goals.

<p>MEASURABLE OUTCOME</p>	<p>There will be an increase of at least 2% of students scoring at or above standard mastery in 2019-2020 STAR assessments for All Students, SED Students and White students. In 2020-2021, scores will increase by 2% over 2019-2020’s scores, in 2021-2022 by 3% over 2020-2021’s scores, in 2022-2023 by 3% over 2021-2022’s scores, and in 2023-2024 by 4% over 2022-2023’s scores, which will result in a total of a 14% increase over 2019-2020 scores by 2023-2024 STAR scores.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Accelerated Math STAR Scores</p>
<p>SUBPRIORITY C – SOCIAL SCIENCES</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>All students, including all student subgroups, will demonstrate grade level skills and content knowledge of grade level appropriate social science.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Through an integrated approach, students will study the area of social sciences congruent with Social Science Content Standards. Strategies included in an integrated approach are: project-based learning, non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands on projects. Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view.</p>
<p>MEASURABLE OUTCOME</p>	<p>70% or more of students will pass social science courses.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Rubrics Curriculum-Based Measurements Grades/Report cards</p>
<p>SUBPRIORITY D – SCIENCE</p>	

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Through an integrated approach, students will study the area of science congruent with Next Generation Science Standards. Utilizing inquiry based approach and experiential activities and projects, students will develop an understanding of science disciplinary core ideas and practices. Strategies include: hands on learning, project-based learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	70% or more of students will pass assigned science courses.
METHODS OF MEASUREMENT	Curriculum-Based Measurements Grades/report cards
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will recognize the importance of visual and performing arts in a variety of venues and mediums at all grade levels to expose and develop appreciation.
ACTIONS TO ACHIEVE GOAL	Students will participate in a variety of activities that will expose them to visual and performing arts. Teachers will incorporate art activities in core classes to enrich learning. Students will attend or view professional performances in a variety of venues to develop an appreciation for the arts.
MEASURABLE OUTCOME	100% of students will actively participate in visual and performing arts activities.
METHODS OF MEASUREMENT	Student observation Report cards

SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well-being through healthy physical, social and mental habits.
ACTIONS TO ACHIEVE GOAL	The Charter School will incorporate daily PE activities.
MEASURABLE OUTCOME	All students will participate in physical education.
METHODS OF MEASUREMENT	Class schedules Student schedules
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will develop and implement a comprehensive health curriculum for students in grades 1-6.
ACTIONS TO ACHIEVE GOAL	The Charter School will use the elements outlined by the California standards for physical education to instill a positive self-image to the students with an internal motivation for fitness and a healthy lifestyle.
MEASURABLE OUTCOME	100% of students in grades 1-6 will receive health instruction.
METHODS OF MEASUREMENT	Class schedules Student schedules
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	

GOAL TO ACHIEVE SUBPRIORITY	100% of high school students will take at least one year of a foreign language.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer foreign language courses.
MEASURABLE OUTCOME	By the end of senior year, all high school students will have taken the required foreign language courses.
METHODS OF MEASUREMENT	Course rosters Graduation roster On Track to Graduate lists
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Students in grades 7 -12 will take courses that qualify as part of Applied Arts.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer Applied Arts courses
MEASURABLE OUTCOME	Applied Arts courses will be offered to students in grades 7-12
METHODS OF MEASUREMENT	Course catalog Student schedules
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Students in grades 7-12 will take courses that qualify as part of the CTE requirement.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer CTE courses

MEASURABLE OUTCOME	CTE courses will be offered to students in grades 7-12
METHODS OF MEASUREMENT	Course catalog Student schedules

Method for Measuring Pupil Progress toward Outcomes: Formative Assessment

The Charter School will incorporate a variety of assessments to measure student progress. Measurable outcomes and assessment tools provide key data about the efficacy of the program, which in turns helps the administration and Board make key decisions about program development and modifications, while also monitoring individual, subgroup and schoolwide student achievement.

At the beginning of the school year, students will be assessed using tools and systems that identify current learning levels. Students will submit a writing sample that will assist in determining current writing levels.

The Charter School will utilize the Renaissance product of Accelerated Reader and Accelerated Math. As a tool to assess students for their reading and math achievement levels, the STAE assessments are used to appropriately place student into the Accelerated Reader and Accelerated Math program. The STAR assessments help teachers to monitor student progress and to help inform instruction. The STAR assessments can also help teachers to estimate students understanding of state standards and to predict student performance on the SBAC. Finally, the STAR assessments help teachers to determine appropriate instructional levels so they know which skills the students are ready to learn.

Throughout the year, the students will take multiple assessments as prescribed in the Assessment Schedule.

Table 2/3.2: Assessment Schedule (Subject to Change)

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
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<p>ELPAC Initial Assessment (IA)</p>	<p>The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.</p>	<p>K-12 As prescribed</p>	<p>First 30 days of enrollment</p>	<p>Students are identified as either scoring Initially Fluent or English Learner.</p>
<p>ELPAC Summative Assessment (SA)</p>	<p>The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.</p>	<p>K-12 Every year until Reclassified as Fluent English Proficient</p>	<p>Once a year</p>	<p>The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.</p>
<p>CAASPP</p>	<p>State criterion-based assessment in ELA and Math</p>	<p>3-8, 11</p>	<p>Spring/Once a year</p>	<p>The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.</p>

CAST	State criterion-based assessment in Science	8, 10	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
CAA	State alternative assessment in ELA, Math, and Science for qualified students	3-8, 11 for qualified students	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	TK-12	Daily/Weekly	Students show mastery and proficiency in content knowledge.
Curriculum Based Assessments	Assess mastery of unit/lesson content	TK-12	End of unit/end of semester/end of year	Students show mastery and proficiency in content knowledge.
Curriculum Based Benchmarks	Determine progress toward Standard Mastery in grade level core curriculum	TK-12	Quarterly	Students demonstrate progress toward Standards Mastery

STAR Assessments	Determine progress toward Standard Mastery grade level core curriculum	TK-12	Quarterly	Students demonstrate progress toward Standards Mastery
PSAT	Preparation for AP Courses	8	As prescribed	Students demonstrate aptitude for HS AP Courses.
CPFT	State criterion-based assessment in Physical Fitness	5, 7, 9	Spring/Once a year	Students demonstrate levels of health-related fitness
Smarter Balanced Practice Test	Practice the Smarter Balanced Assessment to familiarize the students with the structure of the SBAC Test	3-8, 11	Once per year	Students will become familiar with the test format.
Smarter Balanced Interim Comprehensive Assessment (ICAs)	Provide students with the same item types and formats of the SBAC to include performance tasks Provide teachers with overall scale score and performance level of each student	3-8, 11	Twice per year	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year's LCAP.

Smarter Balanced Interim Assessment Blocks	Provide students an opportunity to show standard mastery on smaller targets for instruction	3-8,11	Monthly at minimum or additionally as assigned by teacher	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year's LCAP.
PSAT/SAT/ACT	Preparation for College Entrance	10, 11, 12	As prescribed	Students will determine aptitude for success in college. Also, it is a college entrance requirement for many colleges and universities.
AP Exams	Provide students opportunity to take a college level course while still in high school and receive credit from college	10-12	As prescribed in May	Students will be exposed to a college level course while still in high school. Any student scoring a 3, 4 or 5 will receive credit from college.

Data Analysis and Reporting

AJCS will use a proactive approach to data analysis. The Board of Directors and the Charter School leadership will establish strong goals for student achievement and the supports needed for Charter School teachers to analyze student data easily and continuously. The most common type of data will be internally created assessments and curriculum-based assessments. These data will allow teachers to receive summative data quickly so they can immediately adjust instruction to assure student mastery of standards. The use of STAR assessments will allow teachers to receive formative

data quickly so they can determine the strength of the lesson pacing and student mastery of standards.

After each STAR round of assessments, results will be compiled and analyzed by administration and teachers, looking for areas of growth and new or continuing areas of opportunity. Data will be disaggregated by subgroup to determine achievement gaps, if any. The Executive Director will perform an intensive analysis. Staff-wide Professional Development will take place after collection of results to address the trends identified in results analysis, and adjusting instruction as necessary to meet the new and continuing needs of AJJCS' students. Results will then be shared with students and parents and summary data will be provided to the Board, to discuss growth, review and adjust goals discussed previously (reporting of student achievement data includes the annual Student Accountability Report Card (SARC) and reflection and analysis as part of the annual LCAP goal setting process). Students' STAR results will also trigger another review of a student's current Charter School performance for either an intervention and/or enrichment.

Personally identifiable and de-identified data will only be shared pursuant to the same FERPA and state law guidelines as applicable to California school districts.

Use of Data

AJJCS understands the power of data collection, analysis, reporting and use of data. The process will begin with the development of the LCAP which includes input from parents, students, teachers, staff and community, and it is approved by the Board of Directors no later than June 30th for the following school year. In the LCAP are the school goals and actions to address the Eight State Priorities as identified by the stakeholders and a review of data. The teachers will review formative and summative data individually, and as noted in the professional development calendar, collaboratively to develop the strategies that showed the most positive impact on student achievement. At the beginning of each school year, teacher and administration will meet to discuss topics, data and goals for the school year to include: curriculum, assessments, interventions, enrichment, grading, SBAC and ELPAC data, LCAP and more goal setting. At the end of the school year, the teachers will review the progress of all students including significant subgroups, grade levels, core content areas and the school as a whole, and will set goals for the following school year. The LCAP will be published on the Charter School's website.

The Executive Director will present results of assessments quarterly to the Board of Directors at regularly scheduled Board meetings so that the Board understands the students' progress toward meeting goals. The Executive Director will present the data to the Board aggregated school wide, by grade level, by significant subgroups (e.g. ethnicity, gender, ELs, SWD, SED) and by core content areas. The Board meetings are open to all stakeholders. The Executive Director will also develop the Student Accountability Report Card (SARC) for approval of the Board in January. In addition, AJJCS will hold parent workshops presented by the Executive Director, Teachers,

Paraprofessionals or other Parents. The topics (subject to change) for the 2019-2020 school year include:

- How to Understand my Student’s Assessments (SBAC, ELPAC and STAR)?
- How to Support my Student with Homework, Preparing for Assessments and Projects?
- Why is Attendance Important?
- What Role do Parents Play in School? LCAP Goals and Workshop
- How to Prepare my Student for the SBAC?
- How Can I Help Improve my Student’s Achievement Over the Summer?

AJJCS will use a student information system like PowerSchool or the equivalent which will include a comprehensive platform designed to support a range of assessments, to store assessment results and to communicate to parents about their student’s progress. Reports can also be generated from the student information system to provide information to stakeholders, CDE, California School Dashboard, CBEDS, CALPADS and to respond to authorizer requests.

Grading System

AJJCS will use two types of grading systems. In grades TK-3, AJJCS will use a standards-based grading system. Students will be evaluated on standard mastery. This numeric based system mirrors the state’s use of measuring standard mastery on a semester schedule. In grades 4-12, AJJCS will use a letter grade grading system on a semester schedule.

Grades TK-3 Grading System

A student may score from 1 to 4

- 1 –Below Standard Mastery
- 2 – Approaching Standard Mastery
- 3 – Met Standard Mastery
- 4 – Exceeds Standard Mastery

Grades 4-12 Grading System

A student will be evaluated by a letter grade A-F on all assignments, quizzes, tests, projects and courses.

Percent Breakdown

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0

C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

These grades are determined on the following:

- Quality of Work
- Interpretation and application of facts, concepts, and principles of the subject
- Originality, initiative, and reasoning
- Quantity of completed class and homework (effort is important here)
- Meeting the standards of the course/subject

Category Weighting Grades 4-12

- 10 Homework
- 30 Participation/Classwork
- 40 Projects
- 20 Test/Quiz/Essay

Responsibility, Work Habits and Interpersonal Skills

The grade in any given course represents the degree to which the student has met the standards and achieved the goals of the course. Grades reflect the quality of the student’s work and the student’s degree of mastery of academic standards. The semester grade reflects cumulative achievement for the entire semester. Attendance, and related participation and contributions are contributing factors in meeting the standards and earning a grade.

The grade does not explain a student’s academic responsibility, work habits or interpersonal skills. These career preparation skills compliment the school’s mission and will be evaluated separately for each content area but still indicated on the report card.

4 Point Rubric

- E Excellent**, consistently demonstrates skills
- S Satisfactory**, usually demonstrates skills
- N Needs to Improve**, occasionally demonstrates skills
- U Unsatisfactory**, rarely demonstrates skills

Responsibility	Work Habits	Interpersonal Skills
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<p>Student comes prepared to class, completes and submits homework and class work in a timely manner.</p>	<p>Student demonstrates good effort; uses class time wisely, listens to and follows directions and behavior expectations.</p>	<p>Student demonstrates courtesy, respect, cooperation and teamwork. Student works well with peers and adults.</p>
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Revision opportunities

Students may revise homework, classwork, quizzes, tests, mid-terms, essays, and projects within one week from the day the assignment is returned, or grade is posted. Teachers will accept revisions and will determine the amount of credit earned based on the quality of the work submitted. The grade will be replaced with the revision unless the revision grade is lower than the original grade.

Deficiency Notices

Deficiency notices will be sent once halfway through each quarter in grade 4-12 if a student’s grade is below a C in any class. While phone calls and emails are used frequently, these deficiency notices serve as a formal notice and are placed in the student’s file. Teachers will also communicate with parents/guardians through emails, phone calls and emails. It is the responsibility of the teachers to contact parents/guardians if a student is academically low achieving or receiving a C- or lower in any course.

Grade Point Average

The Grade Point Average (GPA) is based on the grade points times the number of credits earned in middle school and high school. The sum of the grade points divided by the credits attempted constitutes the GPA. All attempted credits and grades, even for repeated courses, are included when the GPA is calculated. A plus or minus on a progress grade indicates the range within the grade. It is for student and parent understanding and will not appear on a transcript. Advanced Placement courses and some designated Honors courses, which are recognized by the University of California, will be given additional weight when calculating the Weighted GPA, one of three GPAs included on a transcript.

Report Cards and Conferences

Students and parents will receive quarter progress reports and semester report cards. A variety of conferences will be conducted throughout the school year and include:

1. Parent/Teacher Conferences: These will be scheduled one time per year in person, one time via video chat (Facetime, etc.), or teleconference. During these conferences, parents have the opportunity to share their expectations, ask questions and share any concerns they have about their child.

2. Student/Teacher Conferences: Teachers will regularly confer with their students individually during small group instruction to discuss progress toward goals and provide actionable feedback. The teacher will begin with sharing a positive statement about the student's academic strengths and share one specific strategy or information (actionable feedback) that the student can use to continue to grow and achieve.
3. Other Conferences: Regular communication with parents about student achievement is important at AJJCS. Conferences may be arranged and initiated by the teacher, parent, or administration throughout the school year to ensure that the academic program is meeting the student's needs.

Promotion/Retention

Retention is not considered an effective strategy to increase student achievement or to motivate students to learn. As a rule, students shall be promoted to the following grade at the end of each school year. It is the Charter School's policy to abide by grade-level placement as determined by birth date. If a student is not meeting grade level standards, the Charter School believes that it is in the child's best interest to receive additional interventions.

Therefore, it is only considered as a last resort after other avenues have been exhausted and the student is not making adequate progress. Students may be considered as not making adequate progress for retention purposes if they are consistently within the bottom 1% of student performance for their class, if they have struggled with attempted interventions, or no other reasonable explanation can be found for the student's lack of progress (for example, previously undiagnosed learning disability, chronic absences/truancy, etc.). Any student being considered for retention, must have participated in the SST process and it will be the recommendation of the SST to retain taking into consideration that another year in the same grade will provide the needed intervention for the student. In the event a student is retained, all documentation will be included in the student's cumulative folder. If the student transfers or moves to another school, the retention paperwork will accompany the student in the cumulative folder. Regardless of reasons for retention, a student cannot be retained without the consent of the parent or guardian.

Promotion Ceremonies

AJJCS will recognize "Rites of Passage" ceremonies. These will be similar to the traditional "promotion ceremony." At the end of Kindergarten, students will participate in a "Kindergarten Celebration." At the end of elementary school, students will participate in a "Culmination." At the end of middle school, students will participate in a "Promotion." At the end of high school, in the second term of the Charter, students will participate in a "Graduation."

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Non-Profit Public Benefit Corporation

AJJCS will be a directly funded independent charter school and will be operated by Southern Humboldt Charter Schools, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

AJJCS will operate autonomously from the HCBOE, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the HCBOE and the Charter School. Pursuant to Education Code Section 47604(d), the HCBOE shall not be liable for the debts and obligations of the Charter School, operated by 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 HCBOE has complied with all oversight responsibilities required by law.

Attached, as Appendices B, C and D, please find the SHCS Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

AJJCS will be governed by the SHCS Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than three (3) and no more than seven (7) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation’s annual meeting of the Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor director has been appointed or elected as required by the position as described below.

Terms for the initial Board of Directors shall be three (3) seats for a term of either one (1), two (2), or three (3) year(s). The terms of the initial Board of Directors shall be staggered, with one member serving for one (1) year, one member serving for two (2) years, and one member serving for three (3) years. The initial Board of Directors is as follows:

Name	Category	Term
Mary Halstead	Chairperson	2019-2022
Tina Burns	Treasurer	2019-2021
Ryan O’Connell	Secretary	2019-2020

Each of the initial Board members is described in the Introduction of this petition under the description of Founding Board Members.

AJJCS shall actively seek board members who have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. AJJCS will strongly encourage parent participation in serving on the board. The Executive Director shall not serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47604(c), the HCBOE may appoint a representative to sit on the Board of Directors. If the HCBOE chooses to do so, the Charter School may appoint another member to ensure that the Board is maintained with an odd number of directors.

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director of the Charter School;
- Hire, evaluate, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Executive Director;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;

- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Attend meetings with the Chief Financial Officer of the HCOE on fiscal oversight issues as requested by the HCOE;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the HCBOE for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

SHCS has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, and Corporations Code conflict of interest rules. As noted above, the Conflict of Interest Code is attached within Appendix D. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The SHCS Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

Executive Director

The Executive Director will be the leader of AJJCS. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director must report directly to the SHCS Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

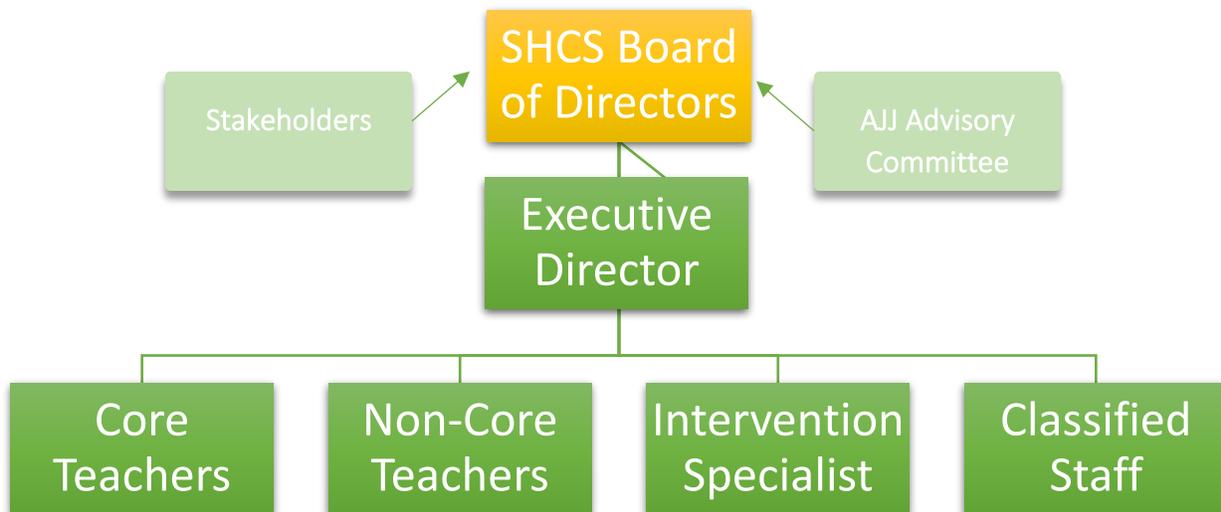
The Executive Director shall perform assigned tasks as directed by the SHCS Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Supervise teachers and staff;
- Communicate and report to the SHCS Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or SHCS Board of Directors and/or the HCOE;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Recommend appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Secure qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend HCOE administrative meetings as requested by the HCOE and stay in direct contact with the HCOE regarding changes, progress, etc.;

- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the SHCS Board of Directors and, after review by the Board of Directors, submit audit to the HCBOE and the HCOE Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary;
- Maintain confidentiality about children, their families, and other employees outside the school. Handle sensitive and confidential information, documents, communications, incidents, etc. with discretion and in a conscientious manner;
- Cooperate and share professionally with other members of the staff.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to an administrator of the Charter School, other appropriate employee, or third-party provider.

Organizational Chart



School Site Council (SSC)

The decision to have a School Site Council will be determined by Board of Directors as necessary. The SSC meetings will be held at least four times annually. The SSC meetings shall be in accordance with the Brown Act. SSC is composed of ten (10) members representing all the stakeholders which include: one (1) administrator, three (3) teachers, one (1) classified employee, and five (5) parents, all nominated and elected by those groups they represent. The SSC at AJJCS

will be the vehicle through which the school community comes together to chart the Charter School’s plan for improvement. The goal of the SSC is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The main responsibilities of the SSC are as follows:

- Annually develop and approve the Single Plan for Student Achievement
- Review and revise School Safety Plans
- Develop site level parent involvement policy
- Advise the Charter School on the parent involvement policy
- Review the Charter School parent compact (Title I)
- May advise the Charter School in the development of the Local Control and Accountability Plan

English Language Advisory Council (ELAC)

To the extent that AJJCS has more than 21 identified English Learners, the decision to have an English Learner Advisory Committee will be determined by Board of Directors. The ELAC will meet four times per year. The ELAC meetings shall be in accordance with the Brown Act. ELAC is composed of a Teacher or Program Lead and parents of ELs. Leadership positions in ELAC will be determined by group consensus and not by election. Translation will be provided by parents and staff. The purpose of ELAC is to provide parents of ELs the opportunity to:

- Participate in the Charter School’s needs assessment on any issue, not limited to those pertaining to English Learners
- Advise the team leads and Charter School staff on the Charter School’s program and services for English Learners
- Provide input on the most effective ways to ensure regular Charter School attendance
- Advise the Charter School on the annual language census
- May advise the School Site Council on the development of the Local Control and Accountability Plan

AJJCS Advisory Committee (AAC)

Parents, students, teachers and staff will participate and collaborate with SHCS through direct partnerships and meetings as well as through the AJJCS Advisory Committee. The purpose of the AAC is to bring parents, students and staff together to accomplish goals that will enhance our school for the benefit of the children’s needs and to build on relations. The AAC will serve on a volunteer basis, to encourage and coordinate parent involvement in school activities, fundraising, and advising the SHCS Board of Directors on any and all matters related to the strengthening of the Charter School community. Parent participation will play a vital role in the effectiveness of the program.

Parental Involvement in Governance

In addition to parent participants on the Board of Directors and the parent participation in the AJJCS, parents will be strongly encouraged to contribute by participating and volunteering. SHCS will maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including field trips); tutoring, attending parent-teacher conferences; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. No child will be excluded from SHCS activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 30 hours of annual participation. The Charter School shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at the Charter School.

Ongoing School-Home Links

In accordance with the AJJCS ideals, we recognize that strong relationships between Charter School and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents understand and support the fundamental mission and vision of AJJCS, and to help Charter School staff understand the needs, wishes, values, and culture of parents and students. Every staff member will serve as facilitators of this process. School-home bridge-building activities may include:

- Orientation for new families to clarify the mission and vision of AJJCS, the educational approach and expectations for parent participation, and a description of volunteer opportunities;
- Parent meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Invitation of parents to committee meetings and Charter School functions;
- Training in how the AJJCS's assessment process works, including parents' roles in it;
- Inclusion of parents in instruction, as appropriate;
- Regular communication between parents and teachers;
- Workshops to help parents support their children's education; and
- Charter School celebrations.

Teacher Involvement in Governance

AJJCS views teachers as the experts in curriculum and instruction. As the primary executors of the AJJCS's educational program, they are the day-to-day stewards of the AJJCS's mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, and as having weight in all areas of Charter School decision-making. Teachers will confer among themselves, with administration and with the Board to discuss

concerns, student progress, student needs, professional development plans, long-range Charter School plans, and other governance issues.

Student Involvement in Governance

Students' voices are respected in Charter School decisions, and their expertise about their needs and interests is acknowledged and valued. Student opinion regarding the effectiveness of instructional styles in meeting their learning needs is integral to curricular design. Members of the Student Council will have the opportunity to share with the Board about these matters. AJJCS has a duty to be responsive to all students' needs and interests, so long as they are consistent with the AJJCS's mission and vision.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Equal Employment Opportunity

AJJCS acknowledges and agrees that all persons are entitled to equal employment opportunity. AJJCS shall not discriminate against applicants or employees on the basis of the characteristic listed in Education Code Section 220, or protected by under other California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA and Credentialing Requirements

AJJCS shall adhere to all requirements of ESSA that are applicable to teachers and paraprofessional employees. AJJCS shall ensure that all teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, pursuant to Education Code section 47605(l). AJJCS shall maintain current copies of all teacher credentials and make them readily available for inspection. Upon the hiring of any teacher, if required by the County, the Charter School shall provide a copy of that teacher's credentials documentation to the County.

Employee Qualifications

The staffing needs for AJJCS are identified by the Board and will be consistent with the Charter School budget. Before any employee can begin service at AJJCS they must provide evidence of fingerprinting/background screening and tuberculosis (TB) risk assessment. These documents must be checked and verified by administrative staff. The Charter School will maintain a current copy of all employee records, which will be available for audit along with a record of their teaching credentials, fingerprinting/background screening, professional development hours, and a current tuberculosis (TB) risk assessment test. All Human Resource/employee documents will be maintained and kept with accordance of the law. See Element 6 of this charter for additional information.

Within the provisions of applicable law, AJJCS reserves the right to recruit, interview and hire anyone at any time who has the best qualifications to fill any of its position vacancies so long as the credentialing requirements are met. Additionally, AJJCS will ensure our charter is a School of Choice and no employee will be required to work here. AJJCS will comply with all state and federal laws concerning the maintenance and disclosure of employee records. Below is a description of the qualifications of the key employee positions proposed at the Charter School.

Executive Director Qualifications

The AJJCS’ Executive Director is responsible for the oversight of the Charter School operations.

Qualifications:

- Bachelor’s degree required, Master’s degree or higher preferred
- California Teaching Credential, Administrative Services Credential preferred
- Minimum 3 years teaching experience preferred
- Communicating clearly and effectively with key stakeholders
- Commitment to AJJCS’ Vision and Mission
- Ability to establish and maintain cooperative and effective working relationships with students, families, staff and the Board.

Core Teacher Qualifications

To the extent required by law and the mandates of ESSA, AJJCS teachers will meet all California credentialing requirements as they apply to Charter Schools in all core subjects pursuant to Education Code Section 47605(1). As provided by law, AJJCS may exercise flexibility with regard to those teaching non-core, non-college preparatory classes. All requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary.

Core teachers are responsible for overseeing the students’ academic progress and for issuing credits and grades, facilitating, reporting and making matriculation decisions. AJJCS core teachers are expected to tailor their instruction to their students’ needs and take great pride in the individual learning styles of their students.

Qualifications:

- Bachelor’s Degree required; Master’s Degree preferred
- Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold
- Communicating clearly and effectively with key stakeholders
- Commitment to AJJCS’ Vision and Mission

Non-Core Teacher Qualifications

Non-Core Teachers are non-certificated instructional support staff as instructors. A prospective non-certificated staff member must have subject matter expertise, professional experience, and/or the demonstrated capacity to work successfully in an instructional support capacity. These may include agriculture, business, art, music or cooking.

Qualifications:

- Two years’ work experience in respective field
- Communicating clearly and effectively with key stakeholders
- Commitment to AJJCS’ Vision and Mission

Intervention Specialist Qualifications

The Intervention Specialist will support students who are identified as needing strategic and intensive intervention in reading, writing and mathematics. The Intervention Specialist will be responsible for the academic growth of small groups of students, one-on-one or in small groups with students to assess their current level of performance and provide targeted instruction. The Intervention Specialist is responsible for keeping detailed records of their sessions with students and reviewing data and providing feedback to the teachers and parents of the students.

Qualifications:

- Bachelor’s Degree preferred
- Three years of successful experience working with students
- Computer skills to report data, track information and keep confidential records
- Communicating clearly and effectively with key stakeholders
- Commitment to AJJCS’ Vision and Mission

Classified Staff Qualifications

Classified Staff will support the Charter School and will meet all applicable legal requirements for their respective positions.

Office Staff Qualifications:

- Articulate communication skills in both oral and written language
- Possess an excellent record of dependability
- Demonstrate evidence of skills such as word processing, record keeping and other office skills as required for the specific position
- Computer skills to report data, track information and keep confidential records
- Communicating clearly and effectively with key stakeholders
- Commitment to AJJCS’ Vision and Mission

Other Classified Staff Qualifications:

- Strong communications skills
- Be trained in and willing to continue learning how to manage student behavior, food safety, cleaning or implement instructional strategies
- Communicating clearly and effectively with key stakeholders
- Commitment to AJJCS’ Vision and Mission

ELEMENT 6: HEALTH AND SAFETY POLICIES AND PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School will adopt, implement, and maintain full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

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

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of the Charter School shall monitor compliance with this policy and report to the SHCS Board of Directors on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who have frequent or prolonged contact with students or who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students, including those enrolled in the Independent Study Program who will attend any classroom-based instruction, including indoor and outdoor classrooms, field trips, auditoriums, gyms, or any other “group” in-person instruction, will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

AJJCS will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. AJJCS will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Feminine Hygiene Products

AJJCS will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Prevention of Human Trafficking

AJJCS shall identify and implement the most appropriate methods of informing parents and guardians of students in grade six (6) of human trafficking prevention resources.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Suicide Prevention Policy

The Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215.

Nutritionally Adequate Free or Reduced Price Meal

AJJCS shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the follow pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures;
- routine and emergency disaster procedures;
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations;
- procedures to notify teachers of dangerous students pursuant to Section 49079;
- a discrimination and harassment policy consistent with Code Section 200;
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable;
- procedures for safe ingress and egress of pupils, parents, and employees to and from school;
- a safe and orderly environment conducive to learning;
- and procedures for conducting tactical responses to criminal incidents.

Emergency Preparedness

AJJCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. 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.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood borne Pathogens

AJJCS 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 environment.

Facility Safety

AJCS shall comply with Education Code Section 47610 by utilizing facilities that are either 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 Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. 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 anti-discrimination and harassment policies.

Bullying Prevention

AJCS shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

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 not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.

- 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.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter 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. Education Code Section 47605(b)(5)(G).

AJCS anticipates that developing a TK-12 Charter School providing focus on academic excellence, rural agricultural preservation and civic responsibility will attract many families who want school choice. AJCS will implement a recruitment process to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. The Charter School will monitor this balance each year and will take necessary recruitment steps to achieve this goal.

As such, the Charter School shall implement a student recruitment strategy, which shall include, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.
- The development of a website for interested parents and community members to visit and learn more about the Charter School. The Charter School will also host a Facebook Page to communicate about the Charter School.
- The establishment of partnerships with community organizations and businesses to support the Charter School and community.
- The Charter School will establish a presence in the community to engage the community in the success of the Charter School.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

AJJCS will be nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

AJJCS 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. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

AJJCS shall require students who wish to attend the Charter School to complete an application 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
6. Release of records

Public Random Drawing

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 (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of Founding Families of the Charter School identified in the initial charter
3. Children of Charter School teachers and staff
4. Students who reside in the former attendance area of Agnes J. Johnson Elementary School

- 5. Residents of the District
- 6. All other applicants

The Charter School and HCBOE agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. The lottery process shall be facilitated by an attorney. Lottery spaces are pulled in order of grade level by an attorney. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Planned Application, Public Random Drawing, and Admission Schedule

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the SHCS Board as necessary. In year one (1), if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

Table 8.1: Planned Application, Public Random Drawing, and Admission Schedule

January – March	Application forms available at school administrative office or online at the Charter School’s website.
First week of March	All application forms due to Charter School.
Last week of March	Public random drawing conducted (if necessary).
Last week of April	Admission notification and enrollment packets distributed to parent and children who have been drawn in the public random drawing.
Approximately 2 Weeks Later	Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

ELEMENT 9: ANNUAL, INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

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 AJJCS Board 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 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 audit committee, if any, will review any audit exceptions or deficiencies and report to the SHCS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the HCBOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the HCBOE 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

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Policy

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. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. 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 AJJCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director'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 student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child

or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. The pupil shall have the right of appeal from either an expulsion or involuntary removal from the Charter School to the Humboldt County Board of Education, following the same timeline in the Education Code as applicable to expulsions from traditional public schools. The pupil shall remain enrolled in the Charter School pending the decision of the Humboldt County Board of Education. The Charter School administration shall ensure that the school district of the pupil's residence shall be notified in writing upon involuntary disenrollment of the student.

Alternatives to Suspension

AJJCS believes in using Alternatives to Suspension to prevent suspension and/or expulsion. Some of the strategies that will be utilized include, but are not limited to, the following:

- **Student Success Team** – Students who exhibit behavioral challenges will be referred to the SST to develop a plan of interventions to support and inform the team on strengths and areas of opportunity. The SST will monitor the improvement and growth of the student through frequent check-ins and adjustments to the plan.
- **Behavioral Contracts** – Students who exhibit behavioral challenges may be referred to develop to the administration who with the parents, teachers and student will define a contract of clear expectations, rewards and natural consequences. As the students improve, the behavioral contract will be revised and updated.
- **In-School Reflection** – Students who exhibit behavioral challenges may be referred to complete a reflection of their own behavior in school which may include an essay, an apology letter, or a worksheet.
- **Parent Attendance at School** – Students who exhibit behavioral challenges may have a parent attend school with their child and shadow their child for the day or a portion of the day.
- **Service Project** – Students who exhibit behavioral challenges may be asked to participate in a school service project which may include campus beautification, tutoring, hall monitor, or assisting a teacher.
- **Restitution** – Students who damage or destroy another student's property or school property may be encouraged to replace or repair the damaged item.

- **Restorative Justice** – Students who hurt or injure another student may participate in restorative practices like mediation, conflict resolution or reflection.

Alternatives to suspension will be listed in the Parent Student Handbook and renewed annually.

Procedures

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 any time 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, 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, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- 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) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) 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.
- r) 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.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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 or 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, video, 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. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the

depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) 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.

u) 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)(a)-(b).

v) 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 Administrator 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 student had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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, 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) 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.

- r) 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.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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 or 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, video, 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. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) 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.
- u) 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 (3)(a)-(b).

- v) 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 Administrator 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 student had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee’s concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm 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. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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 Administrator or his/her 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 Administrator or designee.

The conference may be omitted if the Administrator 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, 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. Upon a recommendation of expulsion by the Administrator or his/her designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended

pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Administrator 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.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial SHCS Board of Directors following a hearing before it or by the SHCS Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the SHCS Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Administrator or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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 and/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.

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 entity conducting the expulsion hearing, 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 entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing 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 entity 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 entity 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 recommendation 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 and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Administrator or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' 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 Administrator 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

AJJCS 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 of appeal from either an expulsion or involuntary removal from the Charter School to the Humboldt County Board of Education, following the same timeline in the Education Code as applicable to expulsions from traditional public schools. The pupil shall remain enrolled in the Charter School pending the decision of the Humboldt County Board of Education.

L. Expelled Pupils/Alternative Education

Parents/guardians of 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 make referrals for students to community schools upon expulsion and 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.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Administrator or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Administrator or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

AJJCS shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of SWD

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
- b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the

expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

AJJCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Administrator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

AJCS shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT PROGRAMS

Governing Law: 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. Education Code Section 47605(b)(5)(K).

Certificated employees at AJJCS will participate in STRS. Non-certificated employees at the Charter School will participate in PERS. The Executive Director will be responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

1. No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. 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.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an 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. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the County Office of Education who choose to leave the employment of HCOE to work at the Charter School will have no automatic rights of return to HCOE after employment by the Charter School unless specifically granted by HCOE through a leave of absence or other agreement. Charter School employees shall have any right upon leaving HCOE to work in the Charter School that HCOE may specify, any rights of return to employment in a school district after employment in the Charter School that HCOE may specify, and any other rights upon leaving employment to work in the Charter School that HCOE determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at HCOE or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Disputes Between the Charter School and the HCBOE

The Charter School recognizes that it cannot bind the HCBOE to a dispute resolution procedure to which the HCBOE does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. AJJCS is willing to consider changes to the process outlined below as suggested by the HCBOE.

AJJCS and the HCBOE will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the HCBOE, Charter School staff, employees and Board members of the Charter School and the HCBOE agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the HCOE Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the Humboldt County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the HCBOE to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the HCBOE’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and President of the Board, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the HCBOE and the

Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the HCBOE and the Charter School.

Internal Disputes

AJCS shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process in the Parent, Student, Teacher Handbook. The HCBOE shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Humboldt County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the HCBOE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in

the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix E, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix E, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first five years of operation

These documents are based upon the best data available to the petitioners at this time.

AJJCS shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan 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 , 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.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

AJJCS shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (“SARC”), and the LCAP.

Pursuant to California law, the HCBOE will be required to provide oversight and performance monitoring services. In accordance with Education Code Section 47613(a), the HCBOE may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School.

AJJCS agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

B. Insurance

AJJCS shall acquire and finance general liability, workers’ compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the County and the Charter School’s insurer. The HCBOE shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the HCBOE.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

AJJCS will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School plans to contract with HCOE for administrative and “back office” services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management

- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS Setup and Management
- PERS Setup and Management
- Planning and Management
- LEA Plans
- Compliance Reporting to County and State Grantors
- Attendance Reporting
- Food Program - Implementation and Claims Reporting
- Training - Charter School Finance, Accounting and Operation Functions, Budgets, Financial Reports
- Quarterly and Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

D. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

AJJCS intends to use the existing school facility located at 73 School Rd, Weott, CA 95571. The site currently includes seven classrooms, one administrative office, one computer lab and library, one multipurpose room and one lunch area. The outdoor space includes six acres which currently includes two play structures, one baseball field, one kickball field, one ball wall, two swing sets, one basketball court and tetherball courts.

E. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

AJJCS shall be operated by a SHCS, California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the HCBOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other HCBOE-requested protocol to ensure the HCBOE shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the HCBOE, wherein the Charter School shall indemnify the HCBOE for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. HCBOE shall be named an additional insured on the general liability insurance of the Charter School.

The AJJCS Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter, the HCBOE will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the HCBOE to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the HCBOE to answer any concerns over this document and to present the HCBOE with the strongest possible proposal requesting a five-year term from July 1, 2019 through and including June 30, 2024.