

New Jerusalem Elementary Charter School



**A public charter school in the
New Jerusalem Elementary School District**

RENEWAL PETITION

**Renewal Term:
July 1, 2019 – June 30, 2024**

**Submitted to:
New Jerusalem Elementary School District Board of Trustees**

March 12, 2019

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Dr. Jeff Tilton, hereby certify that the information submitted in this petition for the renewal of a California public charter school named New Jerusalem Charter School (“NEW JERUSALEM” or “NJCS” or the “Charter School”), operated by New Jerusalem Elementary School District, which is located within the boundaries of the New Jerusalem Elementary School District (“District” or “NJESD”), 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 renewal, the Charter School shall follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:

- Shall meet all statewide standards and conduct the student assessment tests 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)];
- Shall declare New Jerusalem Elementary School District as the exclusive public-school employer of the employees of New Jerusalem Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)];
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)];
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)];
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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)];
- Shall admit all pupils who wish to attend the charter school and who submit a timely application unless the charter school receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process with preferences in the public random drawing provided in accordance with Education Code Section 47605(d)(2). Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, 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. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand. [Ref. Education Code Section 47605(d)(2)(A)-(C)];
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”);
- 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)];
- 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 non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)];
- Shall always maintain all necessary and appropriate insurance coverage;
- Shall notify the superintendent of the school district of the pupil's last known address within 30 days if a

pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a report card or 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 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 education programs. [Ref. Education Code Section 47605(c)];
- 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 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, as reauthorized and amended by the Every Student Succeeds Act;
- 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; and,
- The Charter School shall meet or exceed the legally required minimum number of school days as required in Title 5 California Code of Regulations Section 11960 and legally required annual instructional minutes for the grade levels being served as required by Education Code Section 47612.5(a)(1)(A)-(D).

Jeff Tilton, Ed.D. Date

Lead Petitioner and Deputy Superintendent, Educational Services
New Jerusalem Elementary School District

SCHOOL DESCRIPTION/FOUNDING GROUP

This is a charter school to be operated in the New Jerusalem Elementary School District, which serves students in grades kindergarten through eight, in southern San Joaquin County. Many families are attracted to the school from outside of NJESD boundaries because of the district's rigorous academic programs and unique "country school" atmosphere.

Teachers and the principal monitor the progress of all students, with particular focus on academic rigor and preparation for high school success. In addition to academics, students have the opportunity to participate in established music and art programs, sports programs, and various clubs that meet at the school. Data is generated and used to monitor the progress of English learners, and all students with special learning needs.

Historically, parents have always been supportive and involved in their children's academic progress and success. They demonstrate this through participation in formal groups such as the site council and Parent/Teacher Club (PTC). Parents are key contributors to the well being of the schools in the district. Just as important are the many parents and friends who volunteer in classrooms or behind the scenes in support of our students and staff. It is a goal of this charter to maintain parent involvement, and more importantly increase parent engagement.

With such strong parent support, NJS is committed to partnership with all parents and students in providing a quality education. By requesting that all parents and students participate in the charter to accept the conditions listed in the New Jerusalem Parent/Student Compact, the district seeks to empower the parents to be actively engaged in the educational process of their child(ren), thus improving academic performance.

There is strong support for establishment of the NJS Charter. A vast majority of the teachers has voiced support and has committed themselves to this endeavor. The following charter proposal is a reflection of the support expressed by the administration, certificated and classified employees, and parents in the school community.

IMPACT ON THE CHARTER AUTHORIZER

NJESD, as the authorizing agency, will provide fiscal and personnel services for the charter school. The district through the county office of education will continue to provide payroll services and liability insurance along with other insurances needed to support the school. The school budget and the purchasing of materials will be developed and implemented by the district superintendent, district business manager and district staff.

NJS shall remain under District insurance coverage. Insurance amounts will be determined by recommendation of the District and its insurer for schools of similar size, location, and student population.

The District will institute and maintain appropriate risk management practices.

CASE FOR RENEWAL

Based on the NWEA data used as alternative measures to show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups, New Jerusalem Charter School demonstrates the charter school is academically successful and should thus be granted a five-year renewal term pursuant to the California Education Code 52052(a)(2).

Reading Overall	Fall 2018 RIT	Winter 2018 RIT	Difference (+/-)	Spring 2019	Difference (+/-)	Yr Overall (+/-)
K	140.1	143.5	+3.4	153.4	+9.9	+13.3
1	149.0	158.3	+9.3	166.8	+8.5	+17.8
2	172.6	179.2	+6.6	185.1	+5.9	+12.5
3	183.1	185.5	+2.4	186.9	+1.4	+3.8
4	186.3	189.8	+3.5	194.8	+5.0	+8.5
5	199.8	199.4	-0.4	205.8	+6.4	+6.0
6	201.4	202.1	+0.7	205.1	+3.0	+3.7
7	205.3	207.0	+1.7	211.7	+4.7	+6.4
8	216.7	213.8	-2.9	217.4	+3.6	+0.7

Math Overall	Fall 2018 RIT	Winter 2018 RIT	Difference (+/-)	Spring 2019	Difference (+/-)	Yr Overall (+/-)
K	139.4	140.3	+0.9	154.4	+14.1	+15.0
1	151.2	162.6	+11.4	169.8	+7.2	+18.6
2	172.1	178.3	+6.2	187.6	+9.3	+15.5
3	183.2	185.0	+1.8	189.3	+4.3	+6.1
4	187.5	192.9	+5.4	195.8	+2.9	+8.3
5	202.5	205.4	+2.9	208.1	+2.7	+5.6
6	198.6	201.2	+2.6	204.9	+3.7	+6.9
7	211.7	213.5	+1.8	220.2	+6.7	+8.5
8	217.2	221.7	+4.5	224.1	+2.4	+6.9

ELEMENT 1: DESCRIPTION OF EDUCATIONAL PROGRAM**Vision Statement**

Positive Learning in an encouraging environment

Mission Statement

We will provide each child a quality standards-based education that results in academic excellence, career preparation, and technological understanding. Each student will demonstrate self-confidence, community pride, and the skills necessary to be a respectful, self-directed, productive citizen.

Goals

- **Curriculum and Instruction:** Design, implement, evaluate, and improve instructional programs to ensure every student meets the district standards.

- Personnel: Recruit, select, educate, evaluate, and retain the highest quality staff.
- Student Support Services: Design, implement, evaluate, and improve programs and services to support success for all students.
- Facilities: Provide a safe, clean, and attractive environment that promotes student learning and fosters student, staff, and community pride.
- Technology: Design, implement, evaluate, and improve the use of technology to educate students and support staff.
- Educational Options: Design, implement, evaluate, and improve quality educational options for students, parents and the community.
- Parent and Community Partnerships: Design, implement, evaluate and improve partnerships that support the goals and objectives of the district.

Whom the School is Attempting to Educate

NJS will serve children in grades one through eight in a site-based program, and Kindergarten via an independent “home study” program. The school will best serve families who seek an educational program based on values and principles described in our mission and vision statement and further delineated in the remainder of this Charter.

NJS is nonsectarian in all aspects of its curriculum and its operations including admission policies and employment practices. The school shall not discriminate against any student based on race, ethnicity, national origin, gender, gender expression, sexual orientation, home language, disability, or upon any of the characteristics as listed in Education Code Section 220. The school shall not charge tuition.

The students who attend NJS come from a wide spectrum of socio-economic and ethnic backgrounds. NJS serves a relatively diverse student body. Surveys indicate the student population to be 60% Caucasian, 29% Hispanic, and 4% Black, with the remaining 7% composed of Asian, Filipino, Pacific Islander, and Hawaiian. Thirty-five percent of all students in the school qualify as economically disadvantaged, and approximately 4% of the students participate in the GATE program.

How Learning Best Occurs

It is the philosophy of the NJS that students learn best when:

- Parents are actively engaged in their children’s education
- Learning is relevant to the students
- Learners are actively engaged in their studies
- Learners recognize the purpose of their studies
- Teachers have high expectations for the learners
- Learners are engaged in the community
- Teachers, parents, and community members are mentors and advocates for the students
- Learning is differentiated and personalized to meet individual needs and abilities
- Essential elements of the curriculum are described with clear outcomes and standards and are assessed with both formative and summative performance assessments

Research supports the concept that learning is optimum when children and families are given the freedom and support needed to take responsibility for their own learning.

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

NJS is committed to supporting the development of students who will achieve academic and personal habits and attitudes desired of an educated person in the 21st Century; a life long learner who has developed competence, self motivation, confidence, and responsibility.

NJS identifies an educated person in the 21st Century as one who:

- Has a solid foundation in reading, writing, science, mathematics, and history
- Thinks critically and initiates problem-solving strategies
- Has the skills to be a productive, self-reliant worker and cooperative group contributor
- Can access and apply information from a variety of sources
- Has the necessary computer skills to succeed in a competitive workforce
- Possesses the skills to be successful in careers and civic life
- Has an appreciation for diversity and respect for each person's uniqueness
- Communicates clearly, both orally and in writing

Curriculum

NJS offers all students, grades Kindergarten through eight, a standards-based education providing the necessary foundations for a successful learning experience. The School's educational plan consists of a broad range of goals and objectives to meet the educational needs of all its students. These goals and objectives reflect the standards currently adopted by the State of California, as well as the State's curricular frameworks and current educational practices. The school will continue to provide a rigorous academic program along with a strong music and art program.

The School will provide a curriculum that will allow students the opportunity to:

- Demonstrate skills that meet grade level standards
- Use technology to enhance the learning process
- Practice decision-making and problem-solving skills
- Develop the ability to appreciate cultural diversity in the world
- Demonstrate an understanding of interdisciplinary concepts
- Develop attitudes and foster habits that promote personal responsibility

Plan for students that are High and Low achieving

NJS is dedicated to supporting the learner's development by respecting individual differences, by helping him/her learn to live and work cooperatively, and by promoting self-esteem. School educators will teach students to access their learning styles, to recognize their strengths and weaknesses, and to use this information to empower themselves to become life-long learners. School educators will work to increase parent engagement in the educational process through communication, workshops, and periodic meetings throughout the school year. The school will continue to provide services for the special needs of all students, based on the changing demographics of the community. The school will take advantage of programs such as English Language Development, Academic Intervention, Speech and Language, a GATE like program, Student Study Teams, and Special Education. Appropriate Special Education Programs will be offered to assist in maintaining the school's commitment to educating all students.

Plan for English Learners

The school offers English Language Development and primary language support in all academic areas to all English Language Learners. All teachers are trained and certified in CLAD or SDAIE.

Plan for Special Education

NJS shall comply with state law with regard to serving its individuals with exceptional needs, the IDEA, Section 504 and the ADA. NJS pledges to work together with the El Dorado Charter Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with disabilities. The School will comply with all applicable provisions of Special Education law and implementing regulations related to the rights of disabled students and their parents, and will adhere to the policies, procedures and requirements of the SELPA Local Plan for Special Education. These requirements include:

- Providing assurances that all eligible individuals with disabilities shall have access to appropriate special education programs and services.
- Providing assurances of its knowledge and understanding of applicable special education laws.
- Providing assurances that each certificated employee is appropriately credentialed to serve in his/her assignment.
- Following all requirements of the SELPA Local Plan.
- Utilizing SELPA approved forms.
- Providing transportation as indicated in the SELPA Local Plan.
- Providing assurances that the charter school understands its sole legal and financial responsibility to provide appropriate services to eligible students and that the charter school shall not seek defense or indemnification from the SELPA or SELPA members unless liability is the result of acts or omissions of other agencies, their agents or employees, while performing services under an agreement. NJS is a member of NJESD, which remain the LEA for Special Education Services and funding.

As an LEA, the NJESD shall:

- Participate in governance of the SELPA in the same manner as all other LEAs in the SELPA.
- Continue to participate in, and receive the benefits of reimbursement from all SELPA fiscal pools and participate in any charge backs in the same manner as other members.
- Receive state and federal funding for Special Education in accordance with the SELPA Special Education Funding Allocation Plan.
- Document that all state and federal special education funds apportioned to the district are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities.

Students Performing Above Grade Level

The goal of the GATE type of program is to provide identified students with an educational program that will enable them to more fully develop their individual potential. Our goals are to provide:

- A stimulating and challenging learning environment
- Acceleration
- Time for students to be together
- Specialized teacher training in GATE types of concepts
- Opportunities for parents to come together to share parenting opportunities and strategies with their gifted and talented students

Students performing above grade level who do not qualify for the GATE type of program will be given opportunities throughout the school year to be challenged academically. Through a personalized learning plan, parents, students, and educators will generate a framework of opportunities to enhance a high performing student's education.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Measurable pupil outcomes will be defined by grade level standards adopted by the State of California as students develop the essential skills and understandings listed below:

Language

Students will be able to read, write, listen and speak using varied forms of expression. They will demonstrate comprehension skills and the ability to critically interpret these forms of expression. Second Language Learners will have the opportunity to acquire English and succeed in the regular classroom.

Mathematics

Students will demonstrate numerical sense, basic computation skills and logical reasoning. They will be able to apply concepts and processes, including those within arithmetic, algebra, geometry, and statistics.

Science

Students will understand and apply scientific principles and methodologies associated with the various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

Social Science

Students will demonstrate skills necessary to be competent, compassionate citizens of the 21st Century by learning about the history and geography of the world. This will include understanding key aspects of a variety of cultures, both past and present.

Thinking Skills

Students will be able to problem-solve, analyze and apply the knowledge they acquire in the core subjects.

Technology Skills

Students will be proficient in a variety of technology applications including, but not limited to, word processing, database and spreadsheet, presentation tools, and utilizing the Internet.

Fine Arts

Students will be able to demonstrate creative expression and appreciation in various forms of the arts.

Life Long Learning Skills

Students will develop skills that will enable them to pursue their passions and interests throughout their adult life. These will include study skills, research skills, self and peer evaluation techniques, and the skills necessary to complete a project.

Social/Interpersonal Skills

Students will demonstrate citizenship and leadership skills through community service projects. Students will master techniques necessary for collaboration and cooperative work by successfully completing group projects and/or activities.

Schoolwide and Student Subgroup Achievement

NJS will meet or exceed its annual Academic Performance Index (API) growth target as set by the state, both schoolwide and for all significant student subgroups.

New Jerusalem School's Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing NJS's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

STATE PRIORITY #1. THE DEGREE TO WHICH TEACHERS ARE APPROPRIATELY ASSIGNED (E.C. §44258.9) AND FULLY CREDENTIALLED, AND EVERY PUPIL HAS SUFFICIENT ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS (E.C. § 60119), AND SCHOOL FACILITIES ARE MAINTAINED IN GOOD REPAIR (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
- Teachers will be placed in credentialed area of expertise, according to the Commission on Teacher Credentialing. - Students will have access to standards-aligned materials. - School facilities will be in sound condition.	- The site principal will review resumes, CTC website, and interview teachers on any changes since initial employment. - The school will provide a rigorous curriculum. - The school will share facilities with NJESD	- Annual review of school facilities and curriculum alignment to common core standards. - Annual review of teacher placement and

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency		
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
- In 2014-2015, fully implement the Common Core State Standards. - Enable EL students to gain academic content knowledge and English language proficiency.	- Beginning in Fall 2013, NJES staff along with the site principal will continue working toward transitioning to the CCSS by meeting twice a month until the end of the school year. - Provide an EL specialist for our EL students to receive small group support to assist them in the acquisition of English.	Monitor student achievement in the classroom, CST scores for 2013 and progress on Ed. Performance interim assessments.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation		
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
Continue to hold regular site council meetings. Collaborate with New Jerusalem's Parent Club to provide enrichment opportunities for our students and community events for our stakeholders.	- Monthly Site Council meetings - Monthly Parent's Club meetings	Maintain records such as meeting agendas and minutes.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. 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

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
- Teachers will monitor progress, compare and contrast data collected, develop individual student action/intervention plans and review and compare curriculum delivery. - Utilize intervention Specialists to meet the needs of low performing students that do not/have not met criteria for Special Education. - Differentiate instruction within the classroom to meet individual student needs.	- Develop a Professional Learning Community environment so teachers can work to develop solutions to improve instruction, discuss specific cases, and increase achievement in ELA. August 2013 - Establish intervention groups to support underperforming students. August 2013.	- STAR Scores - CELDT Scores - Summative and Formative assessments 4) Classroom grades

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
• Notify parents and students of attendance issues in a timely manner and meet with families to resolve truancy issues. • Offer incentives provided by the Parents Club to encourage daily attendance.	• Send under 30-minute tardy letters to parents/Bi-Weekly • Meet with parents-SARB/Weekly • Incorporate attendance information in morning • Announcements and Project Wisdom/Daily • Send Global Connect messages/Daily • Include attendance info at Back to School Night • Reward excellent attendance/3 times per year	• Attendance Reports • SARB • Students receiving attendance awards

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
In order to achieve a reduction in bullying incidents New Jerusalem will continue to utilize Project Wisdom and implement Peace Builders as cornerstones for its character education program.	- Clearly articulated goals for our character education program that are "alive" in and around campus - An anti-bullying piece embedded in the character education program - Our character education efforts must be clearly visible throughout the school	- Analysis of discipline records and reported bullying incidents - Pupil suspension rates - Pupil expulsion rates - Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

State Priority #7. 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.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: 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))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
- Develop a Professional Learning Community environment so teachers can work to develop solutions to improve instruction, discuss specific cases, and increase achievement in ELA. August 2013 - Establish intervention groups to support underperforming students. August 2013.	- Teachers will monitor progress, compare and contrast data collected, develop individual student action/intervention plans and review and compare curriculum delivery. - Utilize ELA Intervention Specialists to meet the needs of low performing students that do not/have not met criteria for Special Education. - Differentiate instruction within the classroom to meet individual student needs.	- STAR Scores - CELDT Scores - Summative and Formative assessments - Classroom grades

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
Monitor student individual progress with both formative and summative assessments.	Through the use of an established professional learning community, teachers will analyze data, reflect on instructional strategies and make adjustments in program to meet the needs of all our students,	- STAR Scores - CELDT Scores - Summative and Formative assessments - Classroom grades

ELEMENT 3: METHOD FOR MEASURING PUPIL PROGRESS

Knowledge of core subjects will be assessed using the Standardized Testing and Reporting, and/or other methods mandated by the State of California. In addition, a variety of ongoing authentic assessment tools will be used to determine a student's overall academic progress. These assessments may include, but are not limited to, the following:

- Regular review of work in progress
- Informal and formal parent conferences throughout the year
- Daily attendance
- School progress reports
- Portfolio of work accomplished
- Exhibitions of completed projects
- Locally developed quarter and semester assessments

Progress for students with exceptional needs and English Language Learners will be defined appropriately according to their Individualized Education Plans and/or English proficiency levels.

An annual report will be made to the Board of Trustees in which test scores and other pertinent information will be shared demonstrating that the students within the school are meeting or pursuing the performance standards held by the school district and the State of California.

ELEMENT 4: GOVERNANCE STRUCTURE

New Jerusalem Elementary School District Board of Trustees

The Charter School will be governed by the NJESD Board of Trustees ("Board") in accordance with its adopted bylaws.

The Board meets on a regular basis (e.g., monthly during the school year and as appropriate at other times). All duties and operations regarding the Charter School shall be considered a duty of the District Board unless otherwise delegated by the Board. The responsibilities of the Board as further outlined in the bylaws include but are not limited to:

- Uphold the Vision of the School.
- Oversee the implementation of the School's charter.
- Provide notice and hold meetings in compliance with the Brown Act.
- Create and implement yearlong goals for the School.
- Ensure compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest.
- Provide oversight of instructional programs and materials.
- Approve and provide input for student and parent policies.
- Monitor management of school liabilities, insurance, health, safety and risk-related matters.
- Receive and review quarterly financial reports and the yearly financial audit.
- Work with the Charter School Principal to set goals for the upcoming school year.
- Hire, supervise, evaluate, discipline, and dismissal of the Principal of the Charter School.

- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Principal.
- Approve all contractual agreements, purchase orders, pay warrants, and requisitions.
- Monitor the budget and the Charter School's fiscal practices, including the receipt of grants and donations and approve and ratify the final budget of NJS.

Principal

The responsibilities of the Principal or his/her designee may include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and maintain contact with District.
- Make recommendations to the Board regarding hiring, discipline, supervision, evaluation and dismissal of all employees of the School.
- Provide timely performance evaluations of all School employees and report all potential employee disciplinary actions to the Board.
- Communicate with School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures and be the custodian of records.
- Provide all necessary financial reports as required for proper ADA reporting.
- Administer the budget in accordance with generally accepted accounting principles.
- Work with the Chief Business Officer to present a quarterly financial report to the Board.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings.
- Supervise student disciplinary matters.
- Coordinate the administration of standardized testing.
- Plan and coordinate all activities related to enrollment.
- Attend all Board meetings as the charter representative.
- Establish procedures designed to carry out Charter Board policies.

The NJESD provides all appropriate support services in order to contribute to the successful attainment of the education goals of NJS. In general, direct support costs of personnel, financial, legal, purchasing, and facility services shall be budgeted for and paid by revenue generated by student average daily attendance as reported by NJS and included in the overall budget of the NJESD. The dollar amounts for direct services will be determined by the New Jerusalem Superintendent, whose decision, subject to Governing Board ratification, shall be final in all cases and under any and all circumstances.

NJS will remain under the NJESD umbrella in regards to legal services, risk management, and all other support services as previously stated.

NJESD shall secure and maintain for NJS any insurance coverage or minimum liabilities as required by the district's current insurance company or joint powers authority.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

NJS will continue to maintain high standards for all those who work with children, or in any capacity in the school. These standards will be reflected in the school's hiring practices, evaluation methods, supervisory procedures, communication systems and protocols, and professional development. Teachers shall hold appropriate California teaching certificates, permits, and/or other documents issued by the Commission on Teacher Credentialing, in compliance with Education Code Section 47605(l) and the No Child Left Behind Act.

Employee Representation

NJESD shall be deemed the exclusive public-school employer of NJS employees for purposes of the Educational Employment Relations Act (EERA). NJESD shall comply with the EERA. Persons employed by NJS are considered employees of NJESD for all purposes. NJESD retains full responsibility and authority for hiring, evaluation, termination, and retention of all employees of the school.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

NJS will continue to adhere to the existing state laws as well as current Board policy when implementing its comprehensive set of health and safety policies. These policies at a minimum will address the following topics:

- Fingerprinting and criminal record summary of employees pursuant to Education Code Section 44237
- Policies for students and staff relating to documenting immunizations
- Policies and procedures for response to natural disasters and emergencies
- Policies relating to preventing contact with blood-borne pathogens
- Policies relating to the administration of prescription drugs and other medicines
- Policies related to the maintenance of a drug, alcohol, and tobacco-free workplace

All information related to the above referenced policies will be included in the parent/student and employee handbooks and will be reviewed on an ongoing basis, as determined by NJESD Board policies.

ELEMENTS 7/8: RACIAL AND ETHNIC BALANCE/ADMISSION REQUIREMENTS

Pupils will be considered for admission without regard to race, ethnicity, national origin, gender, gender expression, gender identity, disability, or upon any of the characteristics listed in Education Code Section 220. NJS will achieve a racial and ethnic balance that is reflective of the population of the district. The school will monitor this balance each year and will take necessary recruitment steps to achieve this goal. Students residing in San Joaquin County and any adjacent county are eligible for admission. However, preference for enrollment will be determined by the following criteria:

- 1) Students who live in the NJS District are guaranteed admission
- 2) Children of district employees
- 3) Students currently enrolled in the NJS District
- 4) Siblings of students currently enrolled or graduated

In the event that the number of pupils who wish to attend the charter school exceeds the school's grade level or program capacity, attendance except for the above exemptions, shall be determined by a public random drawing of eligible students.

Students, who have been expelled from another school or have school records showing recurrent behavior/disciplinary problems, will require special consideration by the Superintendent before being considered eligible.

Students must satisfy all state and locally required immunizations or approved waivers

The NJESD Board of Trustees shall maintain policies and procedures further detailing the admission process.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

The district superintendent will annually develop a balanced operating budget to be approved by the NJESD Board of Trustees as part of the annual budgetary process. The district will be responsible for payroll, insurance, certificated contracts, secretarial contracts and other fiscal matters.

NJS financial affairs/transactions will comply with Generally Accepted Accounting Practices, NJESD guidelines and state and federal mandates. A thorough audit will occur once annually by a qualified auditor hired per district policies.

The NJESD Board of Trustees shall require appropriate measures to be taken to correct audit exceptions and deficiencies. The superintendent, appropriate NJS staff and administrators shall be responsible to the Board for resolving any such issues in a timely and responsible manner.

Transportation

NJS will continue to provide the level of transportation services currently in practice. However, the district reserves there right to adjust that level based upon changes to state and federal laws, local regulations, budget constraints, and any combination of the previously outlined reasons.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

Students, whether through their own actions or those of their parents/guardians, may be suspended or expelled from NJS for noncompliance with the terms of the parent/student compact; for causing NJS to be in jeopardy of or actual violation of any provision of the law; any material violation of any of the conditions, standards or procedures set forth in the Charter, by-laws or future rules and regulations; or for committing any act or acts that would apply to suspension or expulsion of a pupil(s) from a public school as identified in the California Education Code. A committee may be formed to review expulsions; however, the Superintendent shall have final authority in all matters relating to suspensions, expulsions, and consideration of reinstatement of suspended or expelled students. All discipline matters will be conducted in compliance with constitutional due process.

ELEMENT 11: RETIREMENT COVERAGE

All new and existing employees will participate in STRS, PERS and/or Social Security, as addressed in the NJESD's Board of Trustee's Policies and Administrative Regulations. Both the employees and the district will continue to make appropriate contributions to the relative accounts and programs.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

No pupil residing within the historical attendance area of NJESD shall be required to attend NJS. The school shall assist parents in finding an educational alternative for pupils who choose not to attend the charter school of the district. NJESD will assist with interdistrict transfers for a pupil pursuant to Education Code Section 46600.

ELEMENT 13: POST-EMPLOYMENT RIGHTS OF EMPLOYEES

In accordance with California Education Code 47605(b)(5)(M) and CCR-5 11967.5.1(f) (13), current NJESD employees who work at NJS will remain NJESD employees and will retain the same rights and privileges granted by district policy, the California Education Code, and their respective collective bargaining agreement. Any employee who leaves the employment of NJESD to work in a NJESD charter school will maintain their right to return to NJESD after employment at the charter school.

Changes to Employee Representation and/or Rights of School District Employees

Any changes to the sections "Employee Representation" and/or "Rights of School District Employees" shall only be made with the approval of the bargaining unit representing NJESD certificated employees and the NJESD Board of Trustees.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

NJS agrees to resolve all disputes regarding this charter in accordance with the district adopted policies, and the Collective Bargaining Agreement. The intent of these policies is to:

- Resolve disputes within the school pursuant to the district's policies
- Ensure a fair and timely resolution to disputes

Parents, students, board members, volunteers, and staff at the Charter School will be provided a copy of school/district policies and the dispute resolution process, and will agree to work within it.

Any disputes arising from the provisions of this charter petition shall attempt to be resolved first by an informal meeting with the Principal and Superintendent. If the prior steps have been taken, and the matter has yet to be resolved, the matter may be taken to the NJESD Board for resolution.

ELEMENT 15: CLOSURE PROCEDURES

Closure of the School will be documented by official action of the NJESD Board. 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.

NJESD will promptly notify parents and students of the NJS,, the County Office of Education, the School's SELPA, the retirement systems in which the 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.

NJESD 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 School.

NJESD 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 School will provide parents, students and NJESD 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. NJESD will store original records of Charter School students. All records of NJS shall be transferred to the NJESD upon School closure.

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, NJESD will prepare final financial records. NJESD will also have an independent audit of NJS's financial records completed within six months after closure.

The audit will be prepared by a qualified Certified Public Accountant selected by the NJESD Board. 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 NJS.

NJESD will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of NJS, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, shall be distributed to the NJESD. Any assets acquired from the NJESD or NJESD property will be promptly returned upon School closure to the NJESD. 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.

As specified in the NJS budget, the District will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Oversight, Reporting, Revocation, and Renewal

According to Education Code Section 47607 the charter may be revoked if the District determines that the Charter School:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
- Failed to meet or pursue any of the pupil outcomes identified in the charter
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
- Violated any provision of law

The Charter School agrees to work to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly prepared waiver requests to the State Board of Education. Annual fiscal and programmatic audits and annual performance reports will be submitted to the District's governing board in a timely manner, as well as to the State Board of Education and the State Superintendent of Public Instruction.

NJS will submit its renewal request of its charter petition in sufficient time to allow the district staff to cooperatively resolve any issues that may be identified.