










HEARTBEAT MUSIC & PERFORMING ARTS ACADEMY

Charter Petition for a Countywide Performing Arts Public Charter School

SUBMISSION INFORMATION	DETAILS
Submitted To	Riverside County Office of Education
Lead Petitioner	Tyra Hawthorne
Contact	*Phone:* (619) 942-0772 | *Email:* tyrahawthorne@hbmpaa.org
Proposed Term	July 1, 2027 - June 30, 2031
Proposed Opening	2027-2028 School Year
Grades Served at Opening	Grade 6
Full Build-Out	Grades 6-12
Program Type	Site-Based Historically Black College & Universities Prep Performing Arts Academy
Signature Performing Arts Program	Music, Dance, HBCU Inspired Marching Band

Board Resolution

Resolution Authorizing Submission of Charter Package

Date: 08/03/2026

WHEREAS, the Board of Directors has reviewed and discussed the preparation and submission of the charter package; and

WHEREAS, the Board of Directors desires to designate an authorized representative to submit the charter package on behalf of the organization;

NOW, THEREFORE, BE IT RESOLVED, that Tyra Hawthorne is hereby authorized and directed to submit the charter package on behalf of the organization, and to take all actions reasonably necessary or appropriate to complete and support such submission.

BE IT FURTHER RESOLVED, that any and all prior actions taken by Tyra Hawthorne in connection with the preparation or submission of the charter package are hereby ratified, confirmed, and approved.

This resolution was duly adopted by the Board of Directors on the date written above.

Board of Directors

Signature: Chauntéal R. Webb-Candler

Printed Name: Chauntéal R. Webb-Candler

Title: Board Chair

Petition Overview: Heartbeat Music & Performing Arts Academy ("HBMPAA" or "Charter School") respectfully submits this charter petition to the Riverside County Office of Education for review and approval. The petition is organized to support a comprehensive authorizer review of educational soundness, implementation capacity, governance, fiscal viability, legal compliance, student access, and countywide benefit. The school's program is a rigorous, standards-aligned, site-based Grade 6–12 performing arts academy that integrates college-preparatory academics, music, marching band, dance, theatre, arts technology, leadership development, and HBCU-connected college and career readiness.

Submission Format: This petition is formatted for RCOE-style review with one-inch margins, 11-point Times New Roman font, double spacing, a school-name header, and consecutive page numbering. The physical package should include the original signed blue ink and twenty copies, each bound by binder clip only, with exhibits tabbed separately.

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STATEMENT OF ASSURANCES

Heartbeat Music & Performing Arts Academy Charter School (the "Charter School") provides the following affirmations and assurances to the **Riverside County Office of Education** (RCOE). The lead petitioner(s) certifies that the information in this petition is true and accurate to the best of knowledge and belief.

Legal Compliance and Operations

- **Non-Profit Operation**: The Charter School shall be operated by Heartbeat Music & Performing Arts Academy, Inc., a California non-profit public benefit corporation.
- **Single Charter School**: This petition identifies a single charter school and does not constitute the conversion of a private school into a public charter school.
- **Location**: The Charter School will be located within the boundaries of the Riverside County Office of Education.
- **Exclusive Employer**: The Charter School confirms it shall be deemed the exclusive public employer of its employees for the purposes of Government Code Chapter 10.7 (Educational Employment Relations Act).
- **Federal and State Law**: The Charter School will comply with all federal, state, and local laws and regulations applicable to charter schools.

Student and Community Engagement

- **Meaningful Interest**: The petition contains a prominent statement that a signature indicates a parent/guardian is meaningfully interested in having their child attend, or a teacher is meaningfully interested in teaching at, the Charter School.
- **Regular Consultation**: The Charter School will consult regularly with parents, legal guardians, and teachers regarding its educational programs.
- **Parental Involvement**: The school shall notify parents that involvement is not a requirement for acceptance or continued enrollment.
- **Attendance Alternatives**: Students residing in the county who choose not to attend the Charter School have other attendance options available.

Admissions and Enrollment

- **Non-Sectarian & Tuition-Free**: Programs, admissions, and employment practices shall be non-sectarian, and no tuition or fees will be charged for educational activities.
- **Non-Discrimination**: The school shall not discriminate based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic listed in EDC Section 220.
- **Open Admission**: The school will admit all students who wish to attend, regardless of place of residence within California, except as required by EDC Section 47605(e)(2).
- **Public Random Drawing**: If applications exceed capacity, admission (except for currently attending pupils) will be determined by a public random drawing.
- **Enrollment Access**: Preferences will not limit access for students with disabilities, low-achieving pupils, English learners, homeless or foster youth, or economically disadvantaged students.
- **No Mandatory Volunteering**: Mandatory parental volunteer hours will not be required as a criterion for admission or continued enrollment.

Pupil Rights and Protections

- **Notice of Departure**: If a pupil is expelled or leaves without graduating, the school will notify the superintendent of the pupil's last known address within 30 days and provide records upon request.
- **Non-Discouragement**: The school will not discourage any pupil from enrolling—or encourage disenrollment—for any reason, including academic performance or protected characteristics.
- **Pre-Enrollment Records**: The school shall not request or require a pupil's records prior to enrollment.
- **CDE Complaint Notice**: The school will post the CDE Charter School Complaint Notice on its website and provide it to parents/pupils during inquiry, before a lottery, and before disenrollment.

Educational Standards and Accountability

- **Statewide Standards**: The Charter School will meet all statewide standards and conduct student assessments required by EDC Section 60605.
- **Due Process**: The school will provide due process for all students and understands the rights of students with disabilities regarding suspension, expulsion, and involuntary dismissal.

Lead Petitioner Signature: _____ **Date**: 10/12/2026

EXECUTIVE SUMMARY

Overview and Mission

The Founding Team of Heartbeat Music & Performing Arts Academy (HBMPAA) is honored to submit this charter petition to the Riverside County Office of Education. HBMPAA is a proposed Grade 6–12 HBCU Preparatory Academy that will open with Grade 6 in the 2027–2028 school year and add one grade level each year until reaching full Grade 6–12 enrollment. The school is designed to serve students within the Riverside County Office of Education boundaries through rigorous, standards-based academics integrated with high-caliber performing arts training in music, marching band, dance, and related disciplines. This program is designed to prepare students for college, career, scholarship, audition, and leadership opportunities, including opportunities connected to Historically Black Colleges and Universities and other postsecondary institutions.

Educational Program and Instructional Design

HBMPAA will operate as a site-based program. The curriculum is built upon a framework that enables students to become self-motivated, lifelong learners while mastering the core academic skills required for 21st-century success. Key highlights include:

- **HBCU Pipeline**: Immersive summer band camps on HBCU campuses provide direct mentorship from university directors and recruitment exposure.
- **Targeted Support**: The program includes a sound approach to meeting the needs of English Language Learners (ELL), students with disabilities, and those achieving above or below grade level.
- **Professional Development**: A comprehensive plan for staff development ensures that instructional strategies remain aligned with the school's mission and state standards.

Measurable Pupil Outcomes

HBMPAA is committed to transparency and accountability through the following goals:

- **Academic Mastery**: Achievement of annual goals for all pupil subgroups across state priority areas, as defined by the LCAP.
- **Artistic Proficiency**: Technical mastery in the performing arts, demonstrated through digital performance portfolios and technical assessments.

- **Social-Emotional Growth**: Development of leadership and self-regulation skills through collaborative ensemble work and section leader roles.
- **College Readiness**: For high school students, a clear path to completing A-G requirements and information regarding FAFSA and college audition readiness for HBCU marching band preparation.

Community Need and Impact

HBMPAA addresses a significant interest in the Riverside County community for culturally relevant, mission-driven educational alternatives.

- **Community Interest**: The petition is supported by signatures from meaningfully interested parents and teachers who represent the target student population.
- **Balance and Equity**: The school will implement outreach strategies to ensure a racial and ethnic balance reflective of the general population within the RCOE jurisdiction.
- **Fiscal Responsibility**: HBMPAA presents conservative enrollment assumptions, a multiyear budget, cash-flow controls, reserve targets, and supplemental budget worksheets to support fiscal viability and responsible growth.

Governance and Operations

HBMPAA will be operated by Heartbeat Music & Performing Arts Academy, Inc., a California non-profit public benefit corporation. The governance structure is designed to ensure compliance with the Brown Act and the Political Reform Act, with a clear delineation of roles between the governing board and school leadership.

Countywide Benefit and Need: HBMPAA is designed to provide educational services that are not generally available through a single traditional district program: a full Grade 6–12 college-preparatory performing arts academy with sustained marching band, music, dance, theatre, arts technology, HBCU exposure, audition preparation, and arts leadership development. The model will serve students across Riverside County who seek a structured pathway combining academic achievement, cultural relevance, artistic mastery, and postsecondary readiness.

Implementation Readiness Summary: Prior to opening, the Founding Team will finalize board bylaws, nonprofit governance documents, facilities agreements, insurance certificates, fiscal policies, budget workbooks, monthly cash-flow projections, special education arrangements,

curriculum maps, assessment calendars, staff credential matrices, student and employee handbooks, safety procedures, CALPADS/LCAP reporting systems, and authorizer reporting calendars.

Petition Review Cooperation: HBMPAA will cooperate fully with RCOE during petition review, including timely responses to clarification requests, provision of supporting documentation, participation in meetings or interviews, correction of clerical inconsistencies, and submission of supplemental evidence that supports educational soundness, fiscal viability, facilities readiness, student access, and legal compliance. HBMPAA understands that authorizer review is an opportunity to verify readiness and will maintain a professional, transparent, and responsive process throughout review, approval, and pre-opening oversight.

ELEMENT A: EDUCATIONAL PROGRAM

A.1 Mission and Vision

- **Mission:** Heartbeat Music & Performing Arts Academy (HBMPAA) cultivates the next generation of artists, scholars, and leaders by providing equitable access to high-quality performing arts education and collegiate opportunities. Through a rigorous, California standards-aligned academic program integrated with intensive music, marching band, dance, and performing arts instruction, HBMPAA prepares students in Grades 6–12 to excel in college, careers, and life, with a particular focus on Historically Black Colleges and Universities (HBCUs), California college and career readiness, and the rich legacy of Black performing arts.
- Vision: HBMPAA envisions a vibrant, inclusive learning community where students, especially those from historically underserved backgrounds, develop academic excellence, artistic mastery, cultural pride, and social responsibility. Graduates of HBMPAA will be prepared to thrive at HBCUs and other postsecondary institutions, equipped with the skills, confidence, and character to lead and serve in their communities.

A.2 Target Population and Community Served

HBMPAA will serve students in Grades 6–12 residing within the Riverside County Office of Education boundaries and surrounding communities. The school will launch with Grade 6 in the 2027–2028 school year and add one grade level each year until it reaches full Grade 6–12 enrollment. The school will conduct inclusive outreach to low-income families, students who identify as Black/African American, other students of color historically underrepresented in advanced arts, English learners, students with disabilities, foster youth, homeless youth, socioeconomically disadvantaged students, and students with an interest in the performing arts. No audition, prior arts experience, academic screening, or student record review will be required for admission.

A.2a Countywide Student Benefit and Access HBMPAA's program is intended to benefit students across Riverside County who seek a high-quality public-school option centered on performing arts, HBCU-connected college readiness, and culturally responsive academic

support. The school will not use auditions, artistic tryouts, prior performance experience, academic screening, special education status, English learner status, discipline history, family income, or parent volunteer capacity as an admissions criterion. Outreach will include multilingual family information sessions, community arts organizations, churches, youth programs, middle schools, foster/homeless youth liaisons, and partners serving historically underserved students.

A.3 Grade Levels and Opening Plan HBMPAA proposes to open in the 2027–2028 school year serving Grade 6 only with an initial enrollment target of 50 students. The school will then add one grade level and approximately 100 additional students each year until it reaches its full Grade 6–12 configuration. This phased-growth model allows the school to build a coherent culture, align staffing and facilities to enrollment, implement developmentally appropriate curriculum, and monitor student outcomes before expanding to the next grade level.

A.3a Enrollment Growth Rationale The proposed enrollment model is intentionally conservative and operationally sequenced. HBMPAA opens with 50 Grade 6 students to establish school culture, instructional systems, family communication, arts expectations, intervention structures, fiscal controls, and facility routines before adding additional grade levels. Annual growth of approximately 100 students is tied to demonstrated readiness in staffing, curriculum maps, special education and English learner services, facilities capacity, safety procedures, fiscal projections, and board oversight. The phased approach reduces start-up risk, supports responsible use of LCFF and categorical funds, allows the school to calibrate staffing and professional services to actual enrollment, and gives the authorizer clear annual evidence of implementation capacity before each expansion.

Year	School Year	Grades Served	Program Focus
Year 1	2027–2028	Grade 6	Middle school foundation: academic readiness, arts literacy, advisory, intervention systems, and school culture launch.
Year 2	2028–2029	Grades 6–7	Expanded middle school pathway with Grade 7 academic progression and intermediate performing arts sequence.
Year 3	2029–2030	Grades 6–8	Complete middle school program with Grade 8 transition planning, high school readiness, and pathway placement.
Year 4	2030–2031	Grades 6–9	Launch of high school program with A–G-aligned Grade 9 coursework and college-preparatory arts pathway.
Year 5	2031–2032	Grades 6–10	High school expansion with continued A–G coursework, arts concentration, and college/career planning.
Year 6	2032–2033	Grades 6–11	Upper-grade expansion with advanced coursework, assessments, leadership, and postsecondary preparation.
Year 7 and Beyond	2033–2034+	Grades 6–12	Full Grade 6–12 academy with graduation, college admission, audition readiness, and career pathway completion.

A.4 Educational Philosophy

- Arts as a Vehicle for Academic Excellence: The discipline of music, marching band routines, and dance reinforces academic learning, memorization, and mathematical pacing.
- Culturally Relevant and Responsive Education: Students learn best when their cultural identities are honored, prominently featured through the HBCU cultural model.

- Whole-Child Development: Academics, arts, SEL, physical wellness (vital for marching band), and mental health are interdependent.
- High Expectations with High Support: All students can achieve high levels with rigorous instruction and support.

A.5 Curriculum and Instruction HBMPAA will offer a standards-based, site-based instructional program aligned to California Common Core State Standards for English language arts/literacy and mathematics, California Next Generation Science Standards, California History-Social Science Standards, California English Language Development Standards, California Arts Standards, health and physical education standards, and applicable college and career readiness expectations. Curriculum, instructional materials, assessments, professional development, and intervention systems will be reviewed annually to ensure alignment with state standards, the Local Control and Accountability Plan, the California School Dashboard, and RCOE authorizer expectations for a sound educational program.

A.5a Performing Arts Curriculum Framework The performing arts curriculum will be organized into progressive strands that build from exploration and foundational technique in Grade 6 to advanced performance, production, leadership, portfolio, and audition readiness in Grades 9–12. The strands include instrumental music and marching band, vocal music, dance, theatre/performance, music theory and composition, arts technology, production design, leadership, and college/career readiness. Each strand will be aligned to the California Arts Standards and integrated with literacy, mathematics, history, science, physical education, and social-emotional learning where appropriate.

Grade Band	Performing Arts Focus	Student Evidence
Grade 6	Exploration of rhythm, movement, music literacy, vocal expression, ensemble norms, performance etiquette, and introductory arts reflection.	Foundational performance tasks, reflection journals, attendance/participation records, and introductory portfolio artifacts.

Grades 7–8	Intermediate technique in band, dance, vocal music, theatre, music theory, rehearsal discipline, ensemble collaboration, and community performance.	Rubrics, juries, recordings, peer critique, teacher feedback, and updated performance portfolio.
Grades 9–10	College-preparatory arts pathway selection, Marching Band I–II, Dance I–II, Theatre foundations, music theory, arts technology, and production support.	Course grades, performance rubrics, recorded performances, production artifacts, leadership reflections, and pathway advising notes.
Grades 11–12	Advanced ensemble, section leadership, drum major/captain preparation, choreography, composition, audition coaching, senior portfolio, and college/scholarship readiness.	Audition materials, resumes, senior portfolio, capstone performance, scholarship/college application evidence, and postsecondary transition plan.

A.5b Academic and Arts Integration HBMPAA will integrate performing arts across the academic program through project-based learning, culturally responsive texts and repertoire, music-mathematics connections, history of social movements and performance traditions, science of sound and movement, digital media production, writing about performance, critique protocols, and public presentation. Integration will not replace grade-level academic instruction; rather, it will deepen engagement while maintaining full alignment to state academic standards.

- **Grade 6: Foundational Academic and Arts Readiness**
    - Core Academics: ELA 6, Math 6, Grade 6 Science/NGSS, Grade 6 History-Social Science, physical education/health, advisory, digital literacy, and college/career awareness.
    - Performing Arts: Exploratory instrumental music, vocal music, dance technique, rhythm training, performance etiquette, introductory music literacy, and beginning marching band fundamentals including posture, movement safety, and ensemble collaboration.

- **Grades 7–8:** Middle school academic progression in ELA, mathematics, science, history-social science, physical education/health, advisory, college and career exploration, and intermediate performing arts instruction, including band, vocal music, dance, theory, ensemble collaboration, and performance reflection.
- **Grade 9: College-Prep Foundations & Arts Pathway Exploration**
    - Core Academics: College-prep ELA, Algebra I/Geometry, Biology, World History, World Language I, Advisory (HBCU focus).
    - Performing Arts: Marching Band I, Music Theory I, Dance Technique I, Introductory Musical Theater.
- **Grade 10: College-Prep Skill Building & Intermediate Arts Study**
    - Core Academics: ELA, Geometry/Algebra II, Chemistry/Biology, US History, World Language II, PSAT/SAT awareness.
    - Performing Arts: Marching Band II, Intermediate Ensemble, Music Theory II, Dance Choreography I.
- **Grade 11: Advanced College Prep & Pre-Professional Arts Development**
    - Core Academics: Advanced ELA, Algebra II/Precalculus, Physics, Government/Economics, World Language III, College Counseling.
    - Performing Arts: Advanced Marching Band (Section Leader Training), Composition, Advanced Dance Technique, Portfolio Development.
- **Grade 12: College Prep & Audition Readiness for Performing Arts**
    - Core Academics: Senior ELA, Precalculus/Stats, Advanced Science, Civics/Arts Advocacy, World Language, Intensive College Counseling.
    - Performing Arts (Audition Readiness): Marching Band Leadership (Drum Majors/Captains), individualized collegiate audition coaching, finalization of portfolios (reels, resumes).

A.6 Instructional Strategies

- Arts-Integrated Instruction: Connecting core content with music/dance concepts.
- Project-Based Learning (PBL): Long-term projects culminating in field shows and stage performances.

- Differentiated Instruction: Adjusting content/process for diverse learners.
- Data-Driven Instruction: Using assessment data to inform planning and interventions.

A.7 School Schedule and Calendar

- Calendar: 180-day school year aligned with the local district.
- School Day: Approx. 8:00 a.m. – 3:30 p.m. Core blocks in the morning; Performing arts blocks in the afternoon.
- Extended Learning: After-school rehearsals, field show practice, tutoring, and dual enrollment support.
- Summer Band Camp & HBCU Trips: A mandatory component of the instrumental pathway includes a rigorous summer band camp. This programming features annual summer trips to Historically Black Colleges and Universities (HBCUs). Students will travel to HBCU campuses to participate in collegiate-level summer band clinics, experience campus life, engage with university directors, and build direct pipelines for future college admissions and scholarships.

A.8 Special Populations

- Students with Disabilities: HBMPAA will comply with IDEA/Section 504, serving students in the least restrictive environment.
- English Learners: Comprehensive ELD program aligned with CA ELD Standards.
- Economically Disadvantaged, Foster Youth, Homeless: Targeted academic/SEL support. The school will utilize grants and fundraising to ensure these students can fully participate in the summer HBCU band camp trips at no cost.

A.9 RCOE/CDE Rubric Readiness Commitments

To support a strong initial petition review, HBMPAA will maintain evidence showing that the school is educationally sound, financially viable, operationally realistic, and legally compliant. Prior to opening and annually thereafter, HBMPAA will maintain: a standards-aligned scope and sequence for each grade and subject; instructional minutes documentation; board-approved curriculum and assessment calendars; staffing and credentialing plans tied to enrollment growth; special education and Section 504 procedures; English learner identification, service, monitoring, and reclassification procedures; professional development plans; student support and

intervention systems; facilities and safety documentation; fiscal policies, internal controls, multiyear budgets, and cash-flow projections; and authorizer reporting systems for CALPADS, LCAP, SARC, Dashboard, audits, and required state/federal submissions.

Rubric Area	**HBMPAA Evidence/Commitment**
Educational Soundness	Grade 6 launch model, standards-aligned curriculum, assessment cycle, intervention system, English learner supports, special education compliance, and arts-integrated instructional model.
Implementation Capacity	Phased enrollment growth, staffing plan by year, professional development calendar, leadership roles, operational systems, family engagement, and authorizer reporting calendar.
Governance and Compliance	Nonprofit governance, Brown Act compliance, conflict-of-interest policies, complaint procedures, board training, public records practices, and annual policy review.
Fiscal and Operational Viability	Multiyear budget, enrollment assumptions, cash-flow monitoring, internal controls, audit timeline, facilities plan, insurance coverage, and risk management procedures.
Equity and Access	Open enrollment, no audition requirement, nondiscrimination, targeted outreach, support for underserved pupils, subgroup monitoring, and no mandatory parent volunteering.

Standards Alignment and Grade-Level Advancement The school's instructional program will begin with a complete Grade 6 academic and performing arts foundation. Each subsequent grade will be added only after curriculum maps, instructional materials, staffing, assessment tools, facilities capacity, and student support systems are prepared for that grade. The Executive Director/Principal will certify readiness to the governing board before each annual grade-level expansion.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

B.1 Academic Outcomes

Outcome Category	Target Goal	Data Source
CAASPP ELA/Math	Annual growth toward state proficiency targets, with subgroup goals reviewed through the LCAP and California School Dashboard.	CAASPP, local benchmarks, interim assessments, and subgroup reports.
NGSS/CAST Science	Students will demonstrate growth toward grade-level science performance expectations and meet annual CAST readiness goals when tested.	CAST, NGSS unit assessments, labs, projects, and performance tasks.
Course Completion	At least 80% of students will earn a C or better in core academic courses, with intervention plans for students not meeting progress expectations.	Grades, progress reports, credit checks, and intervention logs.
Graduation and A–G Readiness	Upon full Grade 6–12 implementation, at least 90% of students will graduate on time and at least 75% of graduates will complete A–G requirements.	Transcript audits, graduation reports, A–G completion data, and college/career counseling records.
College and Career Readiness	At least 85% of graduates will submit college, career training, military, apprenticeship, or other postsecondary applications aligned with their goals.	Senior exit records, counseling logs, application verification, FAFSA/CADAA completion tracking, and portfolio review.

B.2 Artistic Outcomes

Outcome Category	Target Goal	Evidence
Technique and Proficiency	At least 80% of students in arts courses will demonstrate documented annual growth on standards-aligned performance rubrics.	Juries, recordings, performance tasks, teacher rubrics, and student reflections.
Marching Band and Ensemble Participation	Instrumental pathway students will participate in appropriate ensemble experiences, with accommodations and alternatives available as required by law.	Enrollment records, rehearsal logs, performance records, and individualized accommodation plans.
Portfolio Development	At least 80% of pathway students will develop and update a digital or physical performance portfolio annually.	Portfolio artifacts, recordings, resumes, reflections, and teacher feedback.
Audition and Postsecondary Readiness	By Grade 12, students pursuing performing arts pathways will receive audition coaching and complete at least one college, scholarship, or professional readiness milestone.	Audition logs, scholarship applications, portfolio reviews, and counseling records.

B.3 Social-Emotional, Leadership, and Community Outcomes

Outcome Category	Target Goal	Evidence
SEL Growth	At least 75% of students will demonstrate growth or maintenance in targeted social-emotional competencies annually.	SEL surveys, advisory reflections, counselor logs,

		and student support team records.
Leadership	Students will have increasing access to leadership opportunities such as section leader, peer mentor, student ambassador, student council, or production crew roles.	Leadership rosters, service logs, student reflections, and staff observations.
Community Engagement	Each grade level will participate in age-appropriate service, performance, or community engagement experiences annually.	Event calendars, participation records, reflection assignments, and community partner feedback.

B.4 Technology and Innovation Outcomes

Outcome Category	**Target Goal**	**Evidence**
Arts Technology	At least 75% of students in applicable arts courses will demonstrate proficiency or growth in age-appropriate arts technology, including digital production, recording, portfolio management, or drill/design tools.	Student projects, digital portfolios, teacher rubrics, and technology-use artifacts.

ELEMENT C: STUDENT PROGRESS MEASUREMENT

C.1 Assessment System

- State-Mandated: CAASPP in ELA and mathematics, CAST science assessments when applicable, ELPAC initial and summative assessments for English learners, physical fitness testing as applicable, and all other required state assessments.
- School-Based: Diagnostic screeners, unit assessments, benchmark/interim assessments, writing portfolios, student conferences, performance-based juries, arts rubrics, attendance and behavior data, SEL surveys, and intervention progress monitoring.

C.2 Performing Arts Assessment

- Juries & Field Assessments: Twice annually; evaluated using standardized rubrics (technique, artistry, marching precision, professionalism).
- Portfolios: Digital/physical documentation of growth (recordings, field show videos, reflections).

C.3 Data Analysis and Use

- Teacher Data Meetings: Every 4–6 weeks to review results and plan interventions.
- Leadership Monitoring: Tracking schoolwide and subgroup performance.
- Family Communication: Regular progress reports, conferences, and workshops.

C.4 Reporting to Stakeholders

- Board: Quarterly reports on academic/artistic progress.
- Authorizer/Public: Annual reporting via SARC and California School Dashboard.

C.5 Continuous Improvement Cycle HBMPAA will use a continuous improvement cycle aligned to LCAP priorities, state indicators, local indicators, subgroup performance, and authorizer reporting expectations. The cycle will include baseline data collection, measurable annual goals, interim progress checks, board review, family communication, intervention adjustments, and annual revision of instructional priorities. Data will be disaggregated for all numerically significant pupil subgroups, including English learners, students with disabilities, foster youth, homeless youth, socioeconomically disadvantaged students, and racial/ethnic student groups as required.

C.6 Accountability Dashboard HBMPAA will maintain a local accountability dashboard reviewed by leadership and the governing board. The dashboard will include enrollment, attendance, chronic absenteeism, suspension, expulsion, English learner progress, reclassification, special education service delivery, CAASPP/CAST/ELPAC participation and performance, interim assessment growth, course completion, A–G progress, arts pathway participation, portfolio completion, parent engagement, staff credentialing, fiscal indicators, and authorizer reporting status.

ELEMENT D: GOVERNANCE STRUCTURE

D.1 Legal Status

HBMPAA will be operated by Heartbeat Music & Performing Arts Academy, Inc., a California non-profit public benefit corporation (501(c)(3)).

D.2 Governing Board

- Composition: 5–11 voting members with expertise in education, finance, law, arts, and community leadership.
- Responsibilities: Strategic oversight, legal/fiscal compliance, hiring/evaluating the Executive Director, and policy adoption.

D.3 Board Meetings and Operations

- Brown Act: Full compliance with open meeting laws.
- Operations: Quarterly meetings, public agendas, recorded minutes, and ongoing board training.

D.4 School Leadership

- Executive Director/Principal: Responsible for day-to-day operations, instructional leadership, school culture, and community partnerships.
- Leadership Team: May include Assistant Principal, Director of Performing Arts / Band Director, Director of Operations, and Counselors.

D.5 Governance Compliance Systems

The governing board will adopt and annually review policies addressing conflict of interest, fiscal controls, public records, board meeting procedures, student privacy, complaints, nondiscrimination, student discipline, employee conduct, procurement, and related-party transactions. Board members will receive annual training on Brown Act requirements, fiduciary duties, charter school oversight, fiscal monitoring, student outcomes, and authorizer compliance expectations.

D.6 Board Development and Oversight Calendar The governing board will use an annual oversight calendar to ensure timely review of student outcomes, fiscal reports, internal controls, audits, LCAP development, SARC preparation, safety planning, personnel policies, complaint procedures, facility readiness, special education compliance, English learner services, and

authorizer reporting. Board packets will include data sufficient for informed oversight, and board members will receive training in public meeting requirements, fiscal responsibility, student data, conflicts of interest, and charter authorizer expectations.

D.7 Founding Board Development The founding board will be developed deliberately to provide the expertise required for a public charter school serving students across Riverside County. Recruitment will prioritize members with experience in public education, charter governance, finance and audit oversight, legal or compliance matters, human resources, facilities, performing arts, community engagement, special education, English learner services, nonprofit leadership, and student support. Before opening, board members will complete orientation and training on fiduciary duties, Brown Act requirements, conflicts of interest, fiscal oversight, public records, student privacy, charter accountability, authorizer reporting, personnel oversight, safety obligations, and equitable access. The board will use annual self-evaluation, training calendars, committee structures where appropriate, and data-driven oversight to strengthen governance over time.

ELEMENT E: EMPLOYEE QUALIFICATIONS

E.1 Teachers

HBMPAA is committed to recruiting and retaining high-quality educators who possess both the requisite academic qualifications and a passion for arts-integrated, culturally responsive education.

- Core Subjects (Academic): All core academic subject teachers must possess a valid, clear California teaching credential appropriate for the grade levels and subject being taught, and be fully compliant with the Every Student Succeeds Act (ESSA).
- Performing Arts (Specialized): Performing Arts instructors (Instrumental Music, Marching Band Directors, Vocal Music, and Dance) will be hired based on a combination of credentials and professional expertise. This includes holding appropriate California teaching credentials or possessing extensive, industry-recognized professional experience in their discipline, including a strong background with collegiate-level training and Historically Black College and University (HBCU) marching band and performing arts traditions.
- Attributes (Qualities): * Experience in Arts Integration: A proven ability to weave music and dance concepts into academic lessons.
    - Culturally Responsive Teaching: Commitment to honoring the cultural identities of students, specifically the legacy of Black performing arts.
    - Commitment to Equity: Dedication to closing achievement gaps and providing equitable access to high-level instruction.

E.2 Administrative Staff

HBMPAA is committed to establishing a strong and experienced administrative team with expertise that aligns with the school's unique dual-focus mission on academic excellence and performing arts.

- Executive Director/Principal: This position will be the chief educational and operational leader, possessing a valid administrative credential (or equivalent). Crucially, the Executive Director must demonstrate successful experience in school leadership and a profound understanding of arts education and the HBCU Preparatory model.

- Leadership Team and Other Administrative Roles: The Executive Director will be supported by a Leadership Team. For example, the Director of Performing Arts will have an extensive background in collegiate-level arts training, specifically within the HBCU band ecosystem, ensuring the authenticity and rigor of the summer camp and collegiate pipeline programs.

E.3 Classified and Support Staff

Heartbeat Music & Performing Arts Academy is committed to hiring a highly capable and mission-driven team of classified and support staff. All candidates will undergo a rigorous selection process, complete thorough background checks and tuberculosis (TB) testing prior to employment, and adhere to all legal and school-mandated safety training protocols.

E.4 Staffing Plan by Growth Year

Staffing will be aligned to the phased Grade 6–12 growth model. Year 1 staffing will prioritize Grade 6 core academic teachers, special education services, English learner support, counseling/advisory, school leadership, operations, and foundational arts instruction. Each year before expansion, HBMPAA will update staffing projections to include credentialed teachers for the next grade level, arts pathway instructors, special education service providers, classified support, supervision coverage, and administrative capacity. Hiring timelines will allow sufficient time for credential verification, background checks, onboarding, mandated training, and curriculum planning.

Year	Grades	Projected Enrollment	Core Staffing FTE	Arts/Support/Admin FTE
Year 1	6	50	4.0 core teachers	1.0 arts, 1.0 administrator, 1.0 operations, 0.5 counselor, contracted SPED/EL services
Year 2	6–7	150	8.0 core teachers	2.0 arts, 1.5 administration, 1.5 operations, 1.0 counseling/support, SPED/EL staffing as required
Year 3	6–8	250	12.0 core teachers	3.0 arts, 2.0 administration, 2.0 operations, 1.5 counseling/support, SPED/EL staffing as required
Year 4	6–9	350	17.0 core teachers	4.0 arts, 2.5 administration, 2.5 operations, 2.0 counseling/support, SPED/EL staffing as required
Year 5	6–10	450	22.0 core teachers	5.0 arts, 3.0 administration, 3.0 operations, 2.5 counseling/support, SPED/EL staffing as required
Year 6	6–11	550	27.0 core teachers	6.0 arts, 3.5 administration, 3.5 operations, 3.0 counseling/support, SPED/EL staffing as required
Year 7	6–12	650	32.0 core teachers	7.0 arts, 4.0 administration, 4.0 operations, 3.5 counseling/support, SPED/EL staffing as required

ELEMENT F: HEALTH AND SAFETY PROCEDURES

F.1 Supervision and Student Safety

Adequate supervision during all school hours, marching rehearsals, and rigorous chaperone protocols for the out-of-state summer band camp trips to HBCUs.

F.2 Staff Training and Prevention

Training in CPR/First Aid, heat-illness prevention (crucial for outdoor marching band practice), mandated reporting, emergency drills, and bullying prevention.

F.3 Confidentiality and Record-Keeping

Secure maintenance of health/emergency records (FERPA/HIPAA compliant).

F.4 Emergency Preparedness and Student Wellness

HBMPAA will maintain a comprehensive school safety plan, emergency operations procedures, visitor management protocols, mandated reporting procedures, suicide prevention and mental health referral procedures, medication administration procedures, concussion and heat-illness protocols, field trip and travel procedures, and annual staff training records. Outdoor marching band activities will include hydration, rest, heat-index monitoring, appropriate supervision, and accommodation for medical or disability-related needs.

ELEMENT G: DEMOGRAPHIC BALANCE

G.1 Outreach and Recruitment

- Strategy: Multilingual materials, partnerships with community orgs, accessible events. Outreach will explicitly highlight the unique HBCU summer trip experiences and premier marching band program to draw diverse interest from across the county.
- Inclusion: Explicit messaging that no prior arts experience is required. Support for application completion.

G.2 Monitoring and Continuous Improvement

Annual demographic review compared to district data. Adjusting outreach strategies if imbalances are identified.

G.3 Equitable Access Monitoring

HBMPAA will monitor equitable access from recruitment through enrollment, attendance, participation, retention, discipline, academic progress, special populations services, and performing arts pathway participation. The school will review data at least annually, and more frequently during the enrollment and lottery cycle, to determine whether all student groups have meaningful access to the school's academic program, HBCU-inspired marching band pathway, performing arts opportunities, enrichment activities, and student support systems.

Data reviewed will include inquiry and application trends; lottery, offer, waitlist, enrollment, attendance, chronic absenteeism, withdrawal, and retention data; participation in music, marching band, dance, theatre, arts technology, intervention, tutoring, summer enrichment, performances, and leadership opportunities; and access to instruments, uniforms, transportation support, translation/interpretation, accommodations, and fee-waiver or cost-support practices. Data will be disaggregated, when feasible and legally appropriate, by grade level, race/ethnicity, socioeconomic status, English learner status, foster youth status, homeless youth status, disability status, gender, and other required student groups.

The Executive Director/Principal or designee will present access-monitoring findings to the governing board as part of enrollment, LCAP, dashboard, discipline, attendance, and program participation reviews. If data show underrepresentation, disproportionate outcomes, or barriers to participation, HBMPAA will develop corrective actions such as expanded multilingual outreach,

additional community partnerships, family application support, targeted recruitment in underserved communities, translation and interpretation improvements, transportation feasibility review, instrument and uniform loaner supports, fundraising or grant strategies, staff training, schedule adjustments, student-support interventions, and policy revisions. The school will document identified barriers, actions taken, timelines, responsible staff, and follow-up results to support continuous improvement and authorizer oversight.

G.4 Transportation, Participation, and Cost Barriers Because performing arts programs can create cost barriers for families, HBMPAA will monitor access to instruments, uniforms, rehearsal materials, travel opportunities, performances, and summer enrichment. The school will use fundraising, grants, donations, loaner instruments, fee-waiver practices where applicable, and transparent family communication so that students are not excluded from required educational activities due to inability to pay.

ELEMENT H: ADMISSIONS REQUIREMENTS

H.1 Non-Discriminatory Admissions

HBMPAA shall be open to all students who wish to attend, subject only to capacity and lawful enrollment procedures. The school shall not charge tuition, require an audition, require prior arts experience, screen students based on academic performance, request student records before enrollment, or discriminate on the basis of disability, race, ethnicity, nationality, religion, gender, gender identity, gender expression, sexual orientation, immigration status, English learner status, foster youth status, homeless youth status, socioeconomic status, prior discipline history, or any other characteristic protected by law. Admission to HBMPAA will not be conditioned on parent/guardian volunteer hours, donations, fundraising participation, ability to purchase instruments or uniforms, participation in optional activities, or attendance at informational meetings.

H.2 Application Process

HBMPAA will use a simple, accessible application form that collects only information necessary to identify the student, grade level, parent/guardian contact information, residency information when needed for lawful preference administration, and sibling/current-student status when applicable. The application will be available in accessible formats and languages as needed, and staff will provide application support to families who request assistance. The application process will be publicized through multilingual outreach, community partners, the school website, information sessions, and direct family communication. Submission of an application will indicate interest in admission only and will not require commitment to enroll until an offer is accepted.

H.3 Enrollment Priorities and Lottery

- If the number of students who wish to attend HBMPAA exceeds the school's capacity for any grade level, admission will be determined through a public random drawing conducted in accordance with applicable law, the charter, and board-approved enrollment procedures.

- The lottery will be publicly noticed in advance, conducted transparently, and documented through attendance records, grade-level seat counts, lottery results, offers of admission, waitlist order, and family communications.
- Enrollment preferences, if used, will be limited to preferences permitted by law and approved in the charter, such as currently enrolled students, siblings of enrolled students, residents of the district or county area where required or permitted, and children of founders or employees only to the extent legally allowable and not excessive.
- Waitlists will be maintained by grade level in lottery order. Offers will be made in sequence as seats become available, and families will receive a reasonable response deadline before the school moves to the next student on the waitlist.

H.4 Prohibited Practices

HBMPAA will not require or solicit student cumulative files, special education records, Section 504 plans, discipline records, grades, test scores, immunization records, proof of disability, immigration information, income documentation, or other prohibited pre-enrollment records as a condition of application or lottery participation. The school will not counsel out, discourage, delay, or deny admission to students based on disability, academic need, English learner status, foster or homeless youth status, behavior history, anticipated services, lack of arts experience, inability to pay for program materials, or parent/guardian inability to volunteer. After a student accepts an enrollment offer, HBMPAA may request lawful enrollment documents and student records needed to complete enrollment, provide services, and comply with reporting requirements.

H.5 Admission File, Accommodation, and Lottery Documentation HBMPAA will maintain a complete admissions file documenting application windows, outreach materials, translations, information-session notices, application forms, lottery procedures, public lottery records, enrollment offers, waitlists, family communications, withdrawal documentation, and evidence that prohibited records were not requested before enrollment. The school will provide reasonable accommodations, translation, interpretation, and application assistance so that students with disabilities, English learners, foster youth, homeless youth, and families with limited access to technology can participate meaningfully in the admissions process. Admissions data will be

reviewed annually by leadership and the governing board to monitor equitable access, demographic balance, and compliance with charter law and authorizer expectations.

ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDITS

I.1 Audit Engagement

HBMPAA will engage an independent certified public accountant or audit firm that is qualified to conduct public school and charter school audits in California and that meets applicable independence standards. The governing board will approve the auditor through a transparent selection process that considers qualifications, charter school experience, independence, scope of work, fee reasonableness, timelines, and ability to comply with state audit requirements. The auditor will report to the governing board, not school management, and management will provide complete access to financial records, contracts, enrollment and attendance records, payroll documentation, bank records, purchasing records, grant records, internal-control documentation, and other materials required for the audit.

I.2 Scope of Audit

The annual independent audit will include a review of HBMPAA's financial statements, accounting records, attendance accounting, internal controls, compliance with applicable federal and state laws, restricted funds, grant expenditures, payroll and benefits, retirement contributions, contracts, procurement, cash disbursements, bank reconciliations, capital assets, instrument and equipment inventory, fundraising and donations, facilities payments, debt or lease obligations if any, and compliance with charter, authorizer, and state reporting requirements. The audit will address any required state audit guide procedures and will evaluate whether public funds are being used in accordance with law, board policy, grant conditions, and the approved budget.

I.3 Audit Timeline and Reporting

HBMPAA will complete and submit the annual audit by the statutory deadline, currently December 15, or any deadline established by law later. The final audit report will be presented to the governing board in open session and submitted to the authorizer, California Department of Education, State Controller, county office, and any other required agency. Management will review the draft audit with the auditor, but the governing board will retain responsibility for accepting the final audit, reviewing findings, and monitoring corrective action. Audit reports,

management letters, findings, and corrective-action plans will be maintained in the school's fiscal compliance file.

I.4 Fiscal Oversight and Internal Controls The board will adopt fiscal policies addressing budget development, purchasing, contracts, credit cards, payroll, attendance accounting, fundraising, donations, restricted funds, asset inventory, instrument inventory, travel approvals, reimbursements, segregation of duties, bank reconciliations, budget-to-actual reporting, and corrective action for audit findings. Fiscal reports will be reviewed by leadership and the governing board on a regular schedule. The Executive Director/Principal, back-office provider, and board treasurer or finance committee will monitor controls throughout the year so that audit readiness is maintained continuously rather than only at year-end.

I.5 Findings, Corrective Action, and Board Monitoring If the audit identifies any finding, questioned cost, material weakness, significant deficiency, compliance exception, attendance reporting issue, restricted-fund issue, or management recommendation, HBMPAA will prepare a written corrective-action plan identifying the finding, root cause, responsible staff or service provider, corrective steps, timeline, evidence of completion, and board monitoring schedule. The governing board will review corrective-action progress in public session when appropriate and will ensure that any required submissions to the authorizer or state agencies are completed on time. Repeated findings or unresolved control weaknesses will trigger additional board review, professional assistance, policy revision, staff training, vendor review, or other corrective measures necessary to protect public funds and maintain fiscal viability.

ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

J.1 Philosophy and Approach

Restorative, proactive discipline. Suspension/expulsion as a last resort.

J.2 Discipline Policies

Comprehensive Handbook with code of conduct and due process procedures.

J.2a Due Process and Special Populations

Discipline procedures will include written notice, opportunity for pupil response, parent/guardian notification, documentation of evidence, appeal rights as applicable, and protections for students with disabilities, students with Section 504 plans, English learners, foster youth, homeless youth, and other protected student groups. HBMPAA will use restorative and preventive practices while maintaining a safe school environment.

J.3 Suspension Procedures

Due process, parental notification, and data monitoring to prevent disparities.

J.4 Expulsion Procedures

For serious offenses only. Hearing before a neutral body, right to representation, and written decision.

J.5 Involuntary Removal and Student Protections HBMPAA will comply with applicable law regarding suspension, expulsion, involuntary removal, notices, hearings, appeals, and records transfer. The school will not use counseling out, repeated informal removals, shortened days, program ineligibility, or performance participation rules to exclude students from enrollment or attendance. Students with disabilities, English learners, foster youth, homeless youth, and other protected students will receive required procedural protections and supports.

ELEMENT K: CALIFORNIA STATE TEACHER RETIREMENT SYSTEM

K.1 Retirement System Participation HBMPAA will comply with applicable federal and California retirement, payroll, tax, and employee-benefit requirements. Certificated employees who perform creditable service will participate in the California State Teachers' Retirement System (CalSTRS) to the extent required by law. Classified employees and other eligible non-certificated employees will participate in the California Public Employees' Retirement System (CalPERS), Social Security, or another legally permissible retirement arrangement as determined by employee classification, applicable law, and final board-approved personnel policies. HBMPAA will not use employee classification, job title, contract structure, or professional-services arrangements to avoid legally required retirement participation.

- **Certificated employees:** Participation in CalSTRS will apply to eligible certificated service, including teachers and other certificated positions when required.
- **Classified and non-certificated employees:** Participation will be determined according to CalPERS, Social Security, or other applicable retirement requirements and board-approved employment practices.
- **Supplemental savings:** HBMPAA may offer voluntary employee-funded retirement savings options, such as 403(b) or 457(b) plans, when administratively feasible and legally compliant.

K.2 Payroll Reporting, Contributions, and Employee Notices

HBMPAA will establish payroll and retirement reporting systems before hiring employees. The school will work with its back-office provider, payroll processor, county office, retirement system representatives, and legal or fiscal advisors as needed to ensure timely enrollment, reporting, employer contributions, employee deductions, service-credit reporting, and year-end tax documentation. Employee offer letters, handbooks, onboarding materials, and board-approved personnel policies will identify applicable retirement participation, employee contribution obligations, benefit options, and any limitations or eligibility requirements. HBMPAA will remit required employer and employee contributions on schedule, reconcile payroll records to retirement-system reports, maintain supporting documentation, and correct reporting errors promptly if identified.

K.3 Board Oversight and Compliance Documentation The governing board will monitor retirement compliance through regular fiscal and personnel reports, including payroll processing, employee classifications, benefits administration, retirement contributions, audit preparation, and any required corrective actions. HBMPAA will maintain a retirement compliance file that includes board-approved benefit policies, payroll calendars, employee classifications, retirement enrollment records, contribution reports, reconciliation records, employee notices, vendor agreements, and audit-support documentation. Retirement practices will be reviewed as part of the annual audit and updated as needed to remain consistent with law, retirement-system guidance, authorizer expectations, and sound public-school fiscal management.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

L.1 Alternatives for Non-Enrolled Students

HBMPAA will clearly inform families that enrollment in the Charter School is voluntary and that students who choose not to attend HBMPAA retain the right to attend the public school or other legally available educational program for which they are eligible, including the school of residence, another school within the district of residence where permitted, an interdistrict transfer school, another public charter school, county program, independent study program, or other public education option available under applicable law. HBMPAA will not discourage enrollment in other public schools, restrict a family's right to choose another lawful school option, or condition admission on waiver of any attendance right.

L.2 Alternatives for Students Who Leave HBMPAA

If a student withdraws, is expelled, graduates, or otherwise leaves HBMPAA, the school will support a timely and orderly transition to the student's district of residence or other receiving public school. HBMPAA will provide required notices, update enrollment records, transfer cumulative files and special education or Section 504 records when applicable, and respond promptly to records requests consistent with FERPA, California student-record laws, and applicable timelines. The school will not use withdrawal, discipline, academic performance, disability, language status, foster/homeless status, family income, lack of arts experience, failure to participate in optional activities, or parent volunteer status to push students out or interfere with continuation in another public school setting.

ELEMENT M: POST-EMPLOYMENT RIGHTS OF EMPLOYEES

M.1 Employment Status

Employees of HBMPAA will be employed by Heartbeat Music & Performing Arts Academy, Inc., the nonprofit public benefit corporation operating the Charter School, which will serve as the exclusive public-school employer for purposes of personnel administration, payroll, evaluation, discipline, applicable collective bargaining obligations, and compliance with employment laws. HBMPAA employment does not create employment status, seniority, tenure, return rights, transfer rights, or reemployment rights with RCOE, any school district, or any other public agency unless such rights are separately established by law or written agreement.

M.2 Rights upon Leaving HBMPAA

Employees who leave HBMPAA will retain any rights provided by applicable law, retirement-system rules, unemployment insurance requirements, wage-and-hour laws, workers' compensation laws, benefit continuation requirements, and any board-approved employment agreement or policy. HBMPAA does not guarantee employment placement, reinstatement, tenure, seniority, or transfer rights in another district, county office, charter school, or public agency. Retirement service credit, if any, will be governed by CalSTRS, CalPERS, Social Security, or another applicable retirement arrangement based on the employee's classification and service.

M.3 Collective Bargaining

HBMPAA will comply with the Educational Employment Relations Act, Public Employment Relations Board requirements, and applicable employee rights to organize, select representatives, engage in protected concerted activity, and participate in lawful collective bargaining processes. The school will maintain personnel files, job descriptions, board-approved policies, employee notices, wage and benefit records, retirement documentation, evaluation records, and separation documentation in accordance with law. Upon separation, HBMPAA will provide required final wages, benefit notices, employment records, and legally required information within applicable timelines.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

N.1 Internal Disputes (Parents, Students, Staff)

HBMPAA will encourage prompt, respectful, and documented resolution of concerns involving students, families, employees, contractors, volunteers, and school operations. When appropriate, concerns will first be addressed informally with the staff member or administrator closest to the matter. If the concern is not resolved, the complainant may submit a written complaint under the applicable school policy, including the general complaint process, Uniform Complaint Procedures, Title IX/nondiscrimination procedures, special education dispute processes, employee grievance procedures, or other legally required processes. HBMPAA will provide translation or interpretation support when needed, prohibit retaliation, maintain confidentiality to the extent permitted by law, document findings and corrective actions, and maintain complaint records for authorizers and audit review.

N.2 Disputes with the Authorizer

HBMPAA will seek to resolve disputes with RCOE through good-faith communication, timely information sharing, and cooperative problem-solving before escalation. If a dispute arises regarding charter interpretation, oversight requests, compliance concerns, fiscal reporting, facilities readiness, student services, corrective action, or other authorizer matters, the party raising the issue will provide written notice describing the concern, relevant facts, requested information, and proposed resolution. HBMPAA and RCOE representatives will meet within a reasonable period to review documentation and attempt resolution. If unresolved, the parties may use additional written responses, board consideration, mutually agreed mediation, or any dispute-resolution mechanism required by the charter, law, or authorizer policy, without limiting either party’s legally available remedies.

ELEMENT O: CLOSURE PROCEDURES

O.1 Notification

If HBMPAA closes voluntarily or involuntarily, the governing board will work with RCOE to implement an orderly closure process that protects students, families, employees, public funds, public records, and educational continuity. HBMPAA will provide timely written notice to RCOE, CDE, parents/guardians, students, employees, vendors, retirement systems, SELPA or special education partners, and other required agencies. Notices will identify the closure date, transition supports, record transfer procedures, student enrollment options, staff contacts, and any required board actions.

O.2 Student and Family Support

HBMPAA will prioritize uninterrupted student placement and services during any closure. The school will assist families with transition information, enrollment documents, student records, transcripts, grades, special education records, Section 504 plans, English learner records, health records, discipline records, foster/homeless youth support, and contacts for receiving schools. Students with disabilities will receive transition support consistent with IDEA, Section 504, and SELPA requirements, including coordination with receiving LEAs to support comparable services and timely records transfer.

O.3 Records Retention and Transfer

HBMPAA will preserve, secure, and transfer student records, personnel records, fiscal records, governance records, special education records, health records, assessment records, attendance records, CALPADS data, and other required records in accordance with law and authorizer direction. Student cumulative records will be transferred to the district of residence, receiving public school, or another lawful custodian as directed. Confidential records will be protected during transmission, storage, and disposition, and records-retention responsibilities will be documented in the closure file.

O.4 Financial Close-Out

HBMPAA will complete financial close-out in a manner that protects public funds and complies with law, authorizer direction, grant requirements, and nonprofit obligations. Close-out activities will include final payroll, final retirement and tax reporting, vendor payments, contract

terminations, accounts receivable collection, restricted-fund reconciliation, grant reporting, asset inventory, disposition of publicly purchased assets, instrument and equipment inventory, final bank reconciliations, insurance and claims review, and a final independent audit if required. Remaining assets or funds will be distributed only as permitted by law, grant terms, nonprofit requirements, and authorizer instructions.

O.5 Closure Implementation File HBMPAA will maintain a comprehensive closure implementation file documenting board actions, closure notices, authorizer communications, family and staff communications, student placement support, student records transfer, special education and Section 504 records transfer, English learner records, CALPADS close-out activities, financial close-out, final audit, disposition of assets, inventory of instruments and equipment, contract terminations, payroll/tax obligations, grant close-out, insurance matters, public records retention, and communications with CDE, RCOE, SELPA, retirement systems, and other required agencies. The governing board will designate a closure lead to coordinate the timeline, report progress to the board and RCOE, and ensure that student needs, public funds, and legally required records remain protected throughout closure.

SUPPLEMENTAL CRITERIA: FINANCIAL/ADMINISTRATIVE PLAN

Multiyear Budget and Cash-Flow Projection HBMPAA's financial model is based on conservative enrollment growth, LCFF and categorical revenue, special education funding assumptions, grants, philanthropy, and staged staffing/facility costs. Final budget figures will be updated annually using enacted state budget rates, approved enrollment, actual staffing, facility agreements, SELPA arrangements, and authorizer feedback.

Cash-Flow Controls The school will maintain monthly cash-flow projections, board review of budget-to-actuals, minimum reserve targets, segregation of duties, dual approval for disbursements, contract review procedures, purchase order controls, restricted-fund tracking, and annual independent audit preparation. The Executive Director/Principal and back-office provider will present fiscal updates to the governing board at least quarterly and more frequently during the first two years of operation.

Budget Assumptions Worksheet Budget projections assume conservative enrollment growth, ADA below enrollment to account for attendance variability, LCFF and categorical funding based on enacted state rates, staged hiring tied to grade-level expansion, contracted services for specialized needs during early years, facilities costs scaled to enrollment, insurance coverage appropriate for school and arts activities, technology and instrument replacement reserves, and fundraising or grant revenue treated conservatively unless committed in writing.

Assumption Category	**Planning Assumption**
Enrollment/ADA	Enrollment begins at 50 Grade 6 students and increases by approximately 100 students annually; ADA will be budgeted conservatively below enrollment.
Personnel	Staffing expands with each grade level; salary and benefit assumptions will be updated annually using actual hiring and benefit rates.
Special Education	Costs include SELPA participation, contracted related services, specialized academic instruction, assessments, and service logs.

Facilities	Costs include lease/use agreement, utilities, custodial, maintenance, security, inspections, and arts rehearsal/storage needs.
Instructional Program	Costs include curriculum, assessment platforms, arts materials, instruments, uniforms/equipment, technology, and professional development.
Cash Flow	Monthly cash-flow monitoring will account for LCFF deferrals/timing, payroll cycles, insurance payments, start-up costs, and reserve requirements.

Curriculum Scope-and-Sequence Exhibit HBMPAA will use the following framework to guide annual curriculum maps, unit plans, instructional materials, benchmark assessments, arts rubrics, and professional development. The school will refine course titles and materials before each new grade is launched.

Grade	**ELA**	**Math**	**Science**	**History/Social Science**	**Arts Pathway**
6	ELA 6 literacy, writing, speaking/listening	Math 6	Integrated NGSS 6	World history/ancient civilizations	Exploratory music, dance, rhythm, ensemble foundations
7	ELA 7 argument, analysis, research	Math 7 or accelerated math	Integrated NGSS 7	Medieval and early modern world history	Beginning/intermediate band, dance, vocal, and theory
8	ELA 8 informational/literary analysis	Math 8 or Algebra I	Integrated NGSS 8	United States history and civic foundations	Intermediate ensemble, marching fundamentals, portfolio start

9	College-prep English 9	Algebra I or Geometry	Biology or integrated science	Ethnic studies/world geography or approved sequence	Marching Band I, Music Theory I, Dance I, Theatre foundations
10	College-prep English 10	Geometry or Algebra II	Chemistry or NGSS science	World history/cultures	Marching Band II, intermediate ensemble, choreography, production
11	English 11/American literature or AP option	Algebra II, Precalculus, or statistics pathway	Physics, environmental science, or advanced NGSS science	United States history	Advanced ensemble, section leadership, composition, portfolio
12	English 12/ERWC or senior seminar	Precalculus, statistics, or college math option	Advanced science, elective science, or dual enrollment option	Government/economics	Audition readiness, drum major/captain leadership, senior portfolio

Financial Plan

- Budgeting: Multi-year budgets and cash flow projections reviewed by the Board, including dedicated funding pathways and grants to subsidize the HBCU summer band camp trips.
- Revenue: LCFF, federal/state categorical, grants, fundraising.
- Controls: Strong internal controls (segregation of duties, independent oversight).
- Risk: Comprehensive insurance coverage.

Administrative Plan

- Structure: Clear org chart and job descriptions.
- HR: Compliant policies for hiring, evaluation, and professional development.
- Operations: Systems for CALPADS, special education compliance, and health/safety.

Implementation Readiness Checklist

Prior to opening, HBMPAA will prepare and maintain evidence files for RCOE review, including board bylaws and policies, nonprofit documentation, insurance certificates, facilities documentation, SELPA or special education service plan, student handbook, employee handbook, credential matrix, professional development calendar, curriculum scope and sequence, assessment calendar, LCAP planning documents, CALPADS plan, fiscal policies, budget assumptions, cash-flow projections, internal controls, audit engagement timeline, and complaint procedures.

Implementation Capacity and Professional Services HBMPAA will supplement internal leadership with qualified professional service providers as needed to ensure compliant start-up and sustainable operations. Professional services may include charter school legal counsel, back-office and fiscal services, payroll, audit preparation, human resources support, student information systems/CALPADS support, special education and related services, facilities due diligence, insurance brokerage, safety planning, curriculum and assessment support, grant compliance, and technology implementation. Contracts will be reviewed for scope, deliverables, cost, conflicts of interest, data privacy, termination rights, and board approval requirements. The Executive Director/Principal will coordinate providers through a pre-opening implementation

calendar, and the governing board will monitor progress through regular reports on facilities, finance, staffing, enrollment, student services, compliance, and instructional readiness.

Special Education and SELPA Plan

HBMPAA will provide students with disabilities equal access to enrollment and a free appropriate public education in the least restrictive environment. The school will not deny, delay, or discourage enrollment based on disability, suspected disability, IEP status, Section 504 status, service needs, or the nature or severity of a disability. Prior to opening, HBMPAA will confirm its special education structure as either a school authorizing LEA for special education purposes or as an LEA member of an approved SELPA, and will execute all required agreements before serving students.

Area	**Procedure**
Child Find	Staff will receive training to identify students who may need evaluation. Referrals may be initiated by staff or families and will be processed within required timelines.
IEP Implementation	Upon enrollment, HBMPAA will review existing IEPs and provide comparable services without delay while coordinating transfer records and IEP team review.
Continuum of Services	The school will coordinate with its SELPA/LEA to provide specialized academic instruction, related services, accommodations, assistive technology, behavioral supports, and placement options as required.
Section 504	Students suspected of needing accommodation will be evaluated through a Section 504 process, and plans will be implemented, monitored, and reviewed annually.
Discipline Protections	Manifestation determination, behavioral intervention, procedural safeguards, and parent notices will be provided when required.

Reporting and Compliance	The school will maintain service logs, IEP timelines, assessment timelines, CALPADS data, staff credentialing records, and board/authorizer reports.

English Learner Identification, Services, and Reclassification HBMPAA will identify, assess, serve, monitor, and reclassify English learners in accordance with California requirements. The school will administer the Home Language Survey at enrollment, provide required initial ELPAC testing, notify families, deliver designated and integrated ELD, monitor progress, and report English learner data through CALPADS and required state systems.

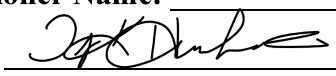
Reclassification Criterion	**HBMPAA Procedure**
English language proficiency	Student meets the required Summative ELPAC performance level, or applicable Alternate ELPAC level for eligible students.
Teacher evaluation	Teacher review confirms curriculum mastery, classroom performance, academic language use, and readiness for RFEP status.
Parent/guardian consultation	The school provides notice, explains the reclassification process, seeks parent/guardian input, and documents consultation.
Comparison of basic skills	Student performance is compared with locally adopted measures of basic English language arts skills using state or school-approved assessments.
RFEP monitoring	Reclassified students are monitored for at least four years, with intervention if academic progress indicates continuing language-related need.

Grade 6 Instructional Completion: Prior to the first day of instruction, HBMPAA will finalize Grade 6 course maps for ELA, mathematics, science, history-social science, ELD, advisory/SEL, digital literacy, physical education/health, instrumental music, dance/movement, marching band foundations, and arts integration. Each map will identify standards, instructional materials, unit sequence, essential questions, formative and summative assessments, English learner supports, special education and Section 504 accommodations, intervention strategies, arts integration, technology use, family communication, and evidence of student learning.

Governance Completion File: Upon charter approval and before opening, the governing board will adopt final bylaws, board roster, officer roles, board meeting calendar, conflict-of-interest code, Form 700 process if applicable, Brown Act procedures, Public Records Act procedures, fiscal policies, complaint policies, personnel policies, student policies, safety policies, annual oversight calendar, board training calendar, and authorizer reporting calendar. Board packets will include fiscal, academic, compliance, safety, enrollment, personnel, and student services data sufficient for informed oversight.

Lead Petitioner Certification: I certify that this charter petition package for Heartbeat Music & Performing Arts Academy is submitted for official review and that the information provided is true and accurate to the best of my knowledge and belief.

Lead Petitioner Name: Tyra Hawthorne

Signature:  **Date:** 10/12/2026

Heartbeat Music & Performing Arts Academy

Conflict of Interest Policy

Exhibit A
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer: _____

Purpose

Heartbeat Music & Performing Arts Academy (HBMPAA) is committed to conducting all school business with integrity, transparency, accountability, and loyalty to its public-school mission. This policy establishes expectations for identifying, disclosing, reviewing, and managing actual, potential, or perceived conflicts of interest involving HBMPAA board members, officers, employees, committee members, consultants, vendors, and any individual acting on behalf of the Academy.

Policy Statement

HBMPAA shall avoid self-dealing, favoritism, misuse of public resources, and any decision-making that places private interests above the interests of students, families, the Academy, or the public. Covered individuals are expected to always exercise independent judgment and act in the best interest of HBMPAA.

Compliance Framework

HBMPAA will comply with all applicable conflict-of-interest, public accountability, and transparency requirements, including but not limited to the Brown Act, California Public Records Act, Government Code Section 1090, the Political Reform Act, nonprofit fiduciary duties, authorizer requirements, and applicable State of California reporting obligations.

Disclosure Requirements

Covered individuals shall promptly disclose any financial interest, family relationship, business relationship, gift, outside employment, vendor relationship, consulting interest, related-party transaction, or other circumstance that could reasonably affect—or appear to affect—their independent judgment on behalf of HBMPAA.

Recusal and Participation Restrictions

When a conflict exists or may reasonably appear to exist, the individual shall disclose the matter immediately, abstain from discussion and voting when required, leave the meeting room when legally required, and ensure the disclosure, recusal, and abstention are accurately reflected in the official minutes. No board member, officer, employee, or related party may participate in

making, influencing, approving, or administering a contract or transaction in which that person has a prohibited financial interest.

Contracting, Procurement, and Related-Party Transactions

Contracts, purchases, leases, grants, service agreements, instrument or uniform purchases, facilities arrangements, professional-service agreements, fundraising transactions, and related-party transactions shall be reviewed for necessity, fairness, documentation, competitive pricing when appropriate, fiscal controls, and board approval requirements. HBMPAA shall maintain sufficient documentation to demonstrate that transactions are reasonable, properly approved, and aligned with the Academy's public-school mission and compliance obligations.

Records and Required Filings

HBMPAA shall maintain records of conflict disclosures, recusals, abstentions, board approvals, procurement documentation, contract reviews, and required filings, including Statements of Economic Interests/Form 700 when applicable. Records shall be retained in accordance with applicable law, authorizer expectations, and HBMPAA recordkeeping procedures.

Training and Accountability

Board members and designated personnel shall receive conflict-of-interest training before or soon after assuming their duties and at least annually thereafter. Training shall address disclosure obligations, recusal requirements, public accountability expectations, and procedures for reporting suspected violations.

Reporting, Review, and Corrective Action

Suspected violations shall be reported to the Executive Director/Principal, board chair, or designated compliance officer. HBMPAA may investigate reported concerns and take appropriate corrective action, which may include reconsidering or avoiding affected transactions, removing an individual from participation, imposing discipline, pursuing contract remedies, making referrals to appropriate agencies, or taking other action permitted by law.

Annual Review

This policy shall be reviewed by the governing board at least annually and updated as needed to remain consistent with applicable law, authorizer expectations, State of California policy requirements, and sound public-school governance practices.

Heartbeat Music & Performing Arts Academy

Parent/Guardian and Teacher Meaningful Interest Signature Forms

Exhibit B

Parent/Guardian Meaningful Interest Statement: By signing this petition, a parent or legal guardian confirms meaningful interest in having their child or ward attend Heartbeat Music & Performing Arts Academy. A signature reflects interest only; it does not guarantee enrollment, require enrollment, or create any obligation to attend.

Teacher Meaningful Interest Statement: By signing this petition, a teacher confirms meaningful interest in teaching at Heartbeat Music & Performing Arts Academy. A signature reflects interest only; it does not guarantee employment, require employment, or create any obligation to accept employment. The proposed charter petition is attached to and submitted with these signature pages.

Privacy and Signature Integrity Notice: To protect student privacy, this petition circulation sheet does not collect student names, birthdates, addresses, disability status, English learner status, income status, or other personally identifying student information. Each signature must be completed personally by the individual signing the petition. HBMPAA will not sign on behalf of any person, pre-fill signatures, use copied signatures, or include names without consent. Signature pages will be stored securely and used only for charter petition submission, verification, and legally required authorizer review.

Parent/Guardian Meaningful Interest Signature Form

#	Parent/Guardian Printed Name	Grade Interest	Signature	Date
1	Bradford Seale	6		9/3/26
2	Muna Hassa	6th		9-3-26
3	Jennifer Daniel	6th		9-3-26
4	Alisha Smith-Guardado	Six		9-3-26
5	Roxana RAMOS	6		9-3-26
6	Jadelyn Marton	6		9-3-26
7	Jacaviire Calderon	6		9/3/26
8	Miyan Guardado	6th		9/3/26
9	NICHOLAS VARGAS	6		9/3/26
10	Cindy Kelly	6th/7th		9/3/26
11	BROOKE EVANS	6-8		09/04/26
12	Timothy Payne	7		9-4-26
13	Corri O'Grady	6th		9-4-26
14	Brittany Boxser	6		9/4/26
15	Olg Bailey	6		9/4/26
16	Zayra Marquez	6		9/4/26
17	Asia Sims	9		9/4/26
18	Ashley Castellanos	6th 8th		9/4/26
19	Victoria Ballesteros	6th		9/4/26
20	Susana Alcantar	6th		9/4/26
21	Alejandra Ortiz	7		9/4/26
22	Fernanda Ramos	6		9/4/26
23	Daniel Montes Bribiesca	6		9/4/26
24	Cecilia Montoya	6/7/8		9/4/26
25	Ahmad Hakimyar	Sixth		9/4/26

Parent/Guardian Meaningful Interest Signature Form

#	Parent/Guardian Printed Name	Grade Interest	Signature	Date
1	Chaunteal R. Webb-Candler	6th		8.19.26
2	Adriane Lowe	6th		8.20.26
3	Joseph K. Ferrara	6th		8-20-26
4	Bianka Stratton	9th		8-2026
5	Bradford Seale Kelly	6th		8.2026
6	Cindy	4		8/20/26
7	Gabriela payan	6th/7th		8/20/26
8	Miriam Vargas	[redacted] 6		8/20/2026
9	Mariel Canalos	7th		9/4/26
10	Pedro Flores Marquez	6/7		9/4/26

Heartbeat Music & Performing Arts Academy

Parent & Student Handbook

Exhibit C
California Charter School Parent & Student Handbook
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer: _____

Purpose and Handbook Status

This Parent & Student Handbook establishes the expectations, rights, responsibilities, and procedures for students and families of Heartbeat Music & Performing Arts Academy ("HBMPAA" or "the School"). It is intended to support a safe, inclusive, academically rigorous, arts-centered learning environment. The handbook will be distributed annually and reviewed with students and families before or at the start of each school year. Annual notices, local contacts, final calendar dates, site-specific safety details, and any board-approved policy updates will be inserted before the first day of instruction.

This handbook is intended to be implemented together with HBMPAA's charter petition, board-adopted policies, annual notices, student discipline policy, enrollment and lottery policy, Uniform Complaint Procedures policy, Title IX policy, school safety plan, special education and Section 504 procedures, English learner policies, student fee policy, student records policy, employee professional boundaries policy, and any applicable state-funded or licensed program requirements. If there is any inconsistency between this handbook, the charter petition, board-adopted policy, applicable law, or written directives from the School's authorizer or oversight agencies, the charter petition, board-adopted policy, and applicable law shall control. Before distribution, HBMPAA shall insert all school-specific contacts, timelines, forms, site details, board approval dates, authorizer contact information, and any required annual notices.

1. Welcome, Mission, and School Identity

HBMPAA welcomes students and families into a college-preparatory performing arts academy designed to cultivate artists, scholars, leaders, and community contributors. The School combines standards-aligned academic instruction with music, marching band, dance, theatre, arts technology, leadership development, and college and career readiness. Students will have access to arts-centered learning experiences and exposure to Historically Black Colleges and Universities, California public colleges and universities, career pathways, and other postsecondary opportunities.

2. Equal Access, Nondiscrimination, and Enrollment Commitments

HBMPAA is a tuition-free, nonsectarian public charter school open to all eligible students. The School shall not discriminate, discourage enrollment, or condition admission or continued enrollment based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, academic achievement, English learner status, special education status, foster youth status, homeless status, family income, prior discipline history, prior arts experience, or parent/guardian volunteer participation. No audition, artistic tryout, fee, donation, or parent volunteer commitment is required for admission.

Admissions, Lottery, Waitlist, and Enrollment Documentation

Admission to HBMPAA shall be open to all eligible students in accordance with the charter petition, board-adopted enrollment policy, and applicable law. If the number of applicants exceeds available capacity, admission shall be determined through a public random drawing in accordance with the School's approved lottery procedures and legally permissible admissions preferences. The School shall maintain a waitlist consistent with board policy. Enrollment shall not be conditioned on prior academic performance, disability status, English learner status, foster youth status, homeless status, immigration status, disciplinary history, arts experience, audition, interview, donation, volunteer hours, or submission of pupil records before enrollment. Required enrollment documents shall be requested only after admission and in accordance with law.

3. School Calendar, Daily Schedule, Attendance, and Tardies

HBMPAA will operate an instructional calendar approved annually by the governing board and aligned with applicable California requirements for charter schools. Families are expected to ensure regular and punctual attendance. Parents/guardians must notify the School when a student is absent and provide the reason for the absence. The School will maintain accurate attendance records, monitor chronic absenteeism, communicate with families regarding attendance concerns, and provide interventions when attendance patterns interfere with student success.

- Students should arrive on time and be prepared for academic classes, advisory, rehearsals, and performing arts activities.
- Students who arrive late must follow the School's check-in procedures.
- Families should schedule appointments outside the school day whenever possible.
- Extended absences, repeated tardies, or early pickups may require a family conference and support plan.

4. Academic Expectations, Grading, Promotion, and Academic Integrity

Students are expected to complete assignments, participate actively, demonstrate perseverance, seek support when needed, and contribute positively to the learning community. Teachers will communicate academic expectations, grading criteria, missing-work policies, intervention opportunities, and progress updates. Academic dishonesty, including plagiarism, unauthorized

use of another person's work, cheating, or misrepresentation of AI-generated or digital work, may result in reteaching, reassessment, family notification, restorative action, and discipline when appropriate.

5. Performing Arts Participation, Rehearsals, Instruments, Uniforms, and Performances

Participation in performing arts is central to the HBMPAA program. Students are expected to attend rehearsals, care for instruments and equipment, follow safety instructions, demonstrate rehearsal etiquette, respect ensemble members, and represent the School professionally during performances, competitions, community events, field experiences, and school-sponsored travel. Students will not be excluded from required educational activities because of inability to pay for instruments, uniforms, materials, travel, or required participation costs. The School may use loaner equipment, lawful fee-waiver practices, fundraising, grants, donations, and family communication to reduce barriers.

- Students must follow all teachers, director, coach, and chaperone instructions during rehearsals, performances, travel, and events.
- Outdoor marching band and dance activities will include hydration, rest, heat-illness prevention, supervision, and accommodations as required.
- School-issued instruments, uniforms, technology, and materials must be returned in good condition, except for ordinary wear.
- Students with disabilities, medical needs, or temporary limitations will receive reasonable accommodation and alternatives as appropriate.

6. Student Conduct, School Culture, and Restorative Practices

HBMPAA expects students to act with respect, integrity, responsibility, safety, and leadership. The School will use positive behavior supports; restorative conversations, conflict resolution, counseling, family conferences, and intervention plans whenever appropriate. Discipline will be fair, documented, developmentally appropriate, and consistent with due process and protections for students with disabilities, English learners, foster youth, homeless youth, and other protected student groups.

- Students shall not bully, harass, intimidate, threaten, fight, haze, discriminate, retaliate, or interfere with another student's learning, dignity, or safety.
- Students shall follow directions from school staff and maintain appropriate behavior in classrooms, hallways, rehearsals, performances, online spaces, field trips, and transportation settings.
- Students shall respect property, equipment, instruments, uniforms, facilities, and personal belongings.
- Weapons, controlled substances, alcohol, tobacco, vaping products, dangerous objects, and imitation weapons are prohibited on campus and at school activities.

7. Suspension, Expulsion, and Involuntary Removal Protections

Suspension, expulsion, and involuntary removal shall be imposed only as permitted by the charter petition, HBMPAA's board-adopted discipline policy, and applicable law. Students will receive due process, including notice of the alleged conduct, an opportunity to respond, parent/guardian notification, documentation, and hearing and appeal rights when required. Expulsion recommendations shall be based on legally sufficient grounds, documented evidence, and required findings. Except where immediate safety concerns require emergency action, HBMPAA shall use other means of correction, positive behavior supports, restorative practices, counseling, family conferences, behavior intervention plans, and other appropriate interventions before exclusionary discipline whenever legally required or educationally appropriate.

Students with disabilities and students with Section 504 plans will receive all legally required protections, including manifestation determination review when required, continued services when applicable, and procedural safeguards. English learners, foster youth, homeless youth, and other student groups will receive appropriate supports and protections.

HBMPAA shall not use informal removals, repeated early dismissals, counseling out, threats of disenrollment, loss of required instructional access, program ineligibility, or performance participation rules to remove a student from attendance or enrollment except through legally authorized discipline, attendance, or withdrawal procedures. Students with disabilities and students with Section 504 plans shall receive all required procedural protections, including manifestation determination review when required, continued services when applicable, parent notices, and procedural safeguards.

8. Technology, Digital Citizenship, Cell Phones, and Acceptable Use

Technology is provided to support learning, creativity, research, collaboration, digital portfolios, arts production, and communication. Students must use school technology responsibly, protect passwords, respect privacy, follow copyright and academic integrity expectations, and avoid accessing, creating, sending, or sharing inappropriate, harmful, discriminatory, threatening, or disruptive content. Personal devices may be restricted during instructional time, rehearsals, assessments, performances, and safety situations.

Students and families must comply with HBMPAA's Acceptable Use Agreement, media release preferences, privacy expectations, copyright rules, cyberbullying prohibitions, and artificial intelligence guidelines. The School may monitor use of school-issued devices, accounts, networks, and platforms as permitted by law and policy. Students must immediately report lost devices, compromised passwords, unsafe online conduct, or threats made through digital tools.

9. Health, Safety, Medication, Emergency Procedures, and Student Wellness

HBMPAA will maintain a comprehensive school safety plan and emergency procedures for evacuation, lockdown, shelter-in-place, reunification, visitor management, supervision, mandated

reporting, bullying prevention, harassment prevention, suicide prevention and mental health referral, concussion response, heat-illness prevention, medication administration, field trips, and incident reporting. Site-specific maps, emergency contacts, and parent notification procedures will be finalized before opening.

Medication may be administered at school only according to written procedures, required authorizations, and applicable health requirements. Families must keep emergency contact information current and notify the School of medical, allergy, disability, or safety needs that may affect the student's participation in school activities.

HBMPAA shall maintain and annually review its comprehensive school safety plan, mandated reporting procedures, visitor management procedures, emergency response protocols, bullying and harassment prevention procedures, suicide prevention and mental health referral procedures, concussion and head injury procedures, heat-illness prevention practices for outdoor activities, immunization review practices, medication administration procedures, and field trip safety requirements. The School shall provide emergency notifications to families as appropriate and shall maintain current emergency contacts for each student.

10. Student Supports, Special Education, Section 504, English Learners, Foster Youth, and Homeless Youth

HBMPAA will provide equitable access and appropriate supports for all students. Students with disabilities will receive services in accordance with the Individuals with Disabilities Education Act, Section 504, applicable state law, and the School's SELPA/LEA arrangements. English learners will receive identification, assessment, designated and integrated English Language Development, progress monitoring, family notices, and reclassification procedures. Foster youth, homeless youth, migratory students, military-connected students, and other eligible students will receive rights, support, and services required by law.

11. Student Records, Privacy, Directory Information, and Family Access

Student records shall be maintained securely in compliance with applicable state and federal privacy laws, including family access and confidentiality requirements. Parents/guardians and eligible students may inspect and review education records, request amendment of records believed to be inaccurate or misleading, and obtain information regarding disclosure of personally identifiable information as provided by law and School policy. HBMPAA shall identify directory information categories, provide families an opportunity to opt out of directory disclosures when required, and transfer records after enrollment or withdrawal consistent with legal requirements. The School shall not require student records before enrollment.

12. Parent/Guardian Engagement, Communication, and Volunteer Participation

HBMPAA values family partnership and regular consultation with parents, guardians, teachers, students, and community members. Families will receive information through conferences, progress reports, board meetings, family workshops, school messages, and translated communications when required. Parent/guardian participation is encouraged but is not required for admission, continued enrollment, grades, privileges, or participation in required school activities.

13. Student Fees, Fundraising, Donations, and Cost Protections

HBMPAA shall not charge tuition or require unlawful pupil fees for participation in educational activities. Educational activities include curricular and extracurricular activities that are integral to public education, including required arts, rehearsal, performance, field, laboratory, technology, and school-sponsored activities. Donations, fundraising, and voluntary contributions may be requested but shall not be required as a condition of enrollment, attendance, participation, grades, credits, privileges, access to instruction, or access to required activities. A student fee complaint may be filed under the Uniform Complaint Procedures. If a pupil fee violation is found, HBMPAA shall provide a remedy to all affected students, parents/guardians, and families as required by law and policy.

14. Complaints, Uniform Complaint Procedures, Title IX, and Charter Complaint Notice

HBMPAA shall maintain and publish board-adopted Uniform Complaint Procedures for complaints within the scope of applicable law, including complaints alleging unlawful discrimination, harassment, intimidation, bullying, retaliation, student fees, certain state and federal programs, and other matters subject to UCP. A UCP complaint may be filed in writing with the School's designated compliance officer. Complaints alleging discrimination, harassment, intimidation, or bullying based on a protected characteristic generally must be filed within six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts, unless an extension is granted as permitted by law. HBMPAA shall investigate and issue a written decision within required timelines, generally within 60 calendar days of receipt unless extended by written agreement. Appeals may be available to the California Department of Education within applicable timelines.

HBMPAA shall also provide the California charter school complaint notice required for allegations that a charter school discouraged enrollment, requested pupil records before enrollment, or encouraged disenrollment or transfer except through lawful suspension or expulsion procedures. The notice shall be posted on the School's website and provided when a parent/guardian or pupil inquires about enrollment, before an enrollment lottery, and before disenrollment. Complaints under this notice shall be submitted to the charter school authorizer using the authorizer contact information inserted below.

Required Local Complaint Contacts:
HBMPAA Compliance Officer: _____
Email: _____ Phone: _____
Title IX Coordinator: _____
Uniform Complaint Procedures Officer: _____
Charter School Authorizer Name: _____
Authorizer Address: _____
Authorizer Email: _____ Phone: _____

15. Annual Notices and Required Parent/Guardian Information

Before each school year, HBMPAA shall provide annual notices required by law, board policy, the charter petition, authorizer requirements, and applicable program requirements. Required notices may include, as applicable: attendance and truancy expectations; nondiscrimination and protected classes; Uniform Complaint Procedures; Title IX sex discrimination and harassment procedures; student fees; student records and directory information; immunizations and health requirements; medication administration; school safety plan availability; bullying, harassment, intimidation, and cyberbullying prevention; suicide prevention and mental health resources; professional boundaries; foster youth and homeless youth rights; English learner identification, services, and reclassification; special education and Section 504 procedural safeguards; synthetic drug awareness; technology acceptable use; mandated reporting; Williams or facilities notices if applicable; nutrition program notices if applicable; and any other notice required by federal or state law, California Department of Education guidance, the authorizer, or board policy.

16. Compliance Finalization Checklist Before Family Distribution

- Insert board approval date, school year, school address, main office contact, and authorizer contact information.
- Attach or incorporate the board-approved enrollment, lottery, waitlist, discipline, UCP, Title IX, student fee, records/privacy, safety, special education/504, English learner, and technology policies.
- Insert the complete annual notice packet and all required forms, including complaint forms, acknowledgment forms, medication forms, field trip forms, technology acceptable use agreement, emergency contact form, and media/directory information opt-out forms.
- Confirm whether any CDE, CDSS, Title 5, Title 22, early childhood, expanded learning, nutrition, after-school, transportation, or licensed-program requirements apply and insert those program-specific procedures.
- Review the handbook against the charter petition, Memorandum of Understanding with the authorizer, SELPA/LEA arrangements, current California law, and board-adopted policies before distribution.

- Obtain final review by qualified California charter school counsel or a compliance specialist before issuing the handbook to families.

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17. Handbook Acknowledgment

Parent/guardian and student signatures acknowledge receipt of the Parent & Student Handbook and the opportunity to review school expectations, rights, responsibilities, and procedures. Signature does not waive any student or family rights under law. Families may request clarification, translation, interpretation, or an accessible format.

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

Student Printed Name: _____

Student Signature: _____ Date: _____

Heartbeat Music & Performing Arts Academy

Employee Handbook

Exhibit D
California Charter School Employee Handbook
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer: _____

Purpose and Status. This Employee Handbook establishes core workplace expectations, employment practices, employee responsibilities, and operational procedures for Heartbeat Music & Performing Arts Academy Charter School ("HBMPAA" or "the School"). It is intended for California charter school operations, employee onboarding, annual notice support, authorizer review, and board policy alignment. This handbook is a compliance-ready draft and should be reviewed by qualified California charter school legal counsel before adoption. If this handbook conflicts with applicable federal or California law, the charter petition, the memorandum of understanding with the authorizer, board-adopted policy, collective bargaining obligations if any, funding requirements, or agency guidance, the controlling legal requirement or board-adopted policy shall govern.

1. School Mission, Employment Philosophy, and Charter Status

HBMPAA is a California public charter school designed to provide students with rigorous academics integrated with music, performing arts, cultural exploration, leadership development, and college and career readiness. Employees are expected to support the School's mission, model professionalism, promote student safety, and comply with all laws and policies that apply to California charter schools, including federal laws, California public school accountability requirements, employee relations obligations, and program funding conditions.

2. Equal Employment Opportunity, Nondiscrimination, and Anti-Harassment

HBMPAA provides equal employment opportunity and prohibits unlawful discrimination, harassment, intimidation, bullying, retaliation, or exclusion based on protected characteristics under federal and California law, including actual or perceived disability, medical condition, genetic information, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, reproductive health decision-making, marital status, race, color, ancestry, national origin, ethnicity, religion, age, military or veteran status, citizenship or immigration status where protected, or association with a person or group with one or more protected characteristics.

Employees must promptly report workplace concerns to the Executive Director/Principal, Human Resources, the compliance officer, or another designated administrator.

3. Employment Status, Hiring, Credentials, and Background Checks

Employment with HBMPAA is subject to board-approved hiring procedures, position qualifications, credential and permit requirements where applicable, reference checks, verification of eligibility to work, tuberculosis risk assessment or clearance, fingerprinting, criminal background clearance, mandated reporter requirements, and any additional requirements tied to the employee's role, funding source, or student contact. Nothing in this handbook creates a contract of employment for a specific term unless a written employment agreement or board action states otherwise. The School will classify employees accurately as exempt or nonexempt and full-time, part-time, temporary, seasonal, substitute, or contracted according to applicable law and policy.

4. Work Schedules, Attendance, Timekeeping, and Instructional Duties

Employees are expected to report to work on time, follow assigned schedules, accurately record work time when required, obtain approval for schedule changes or overtime, and notify supervisors promptly of absences or delays. Instructional and student-facing employees must maintain supervision, lesson preparation, attendance documentation, assessment administration, rehearsal and performance responsibilities, and student support duties consistent with state instructional time, charter accountability, and School procedures. Nonexempt employees must record all hours worked and may not work off the clock.

5. Compensation, Payroll, Meal and Rest Periods, and Expense Reimbursement

HBMPAA will administer compensation, payroll deductions, wage statements, overtime, meal periods, rest periods, travel time, reimbursements, and final pay in accordance with applicable California and federal wage and hour laws. Employees must review pay records promptly and report concerns to Human Resources or the designated administrator. Necessary and approved business expenses, including required work-related mileage, supplies, communications, or remote-work expenses, will be reimbursed in accordance with School procedures and California law.

6. Benefits, Leaves of Absence, Paid Sick Leave, and Accommodations

Eligible employees will receive benefits and leave rights according to applicable law, plan documents, employment agreements, board policy, and School procedures. Leave programs may include paid sick leave, family and medical leave where applicable, pregnancy disability leave, California Family Rights Act leave, workers' compensation leave, bereavement leave, reproductive loss leave, jury and witness duty, military leave, school activities leave, voting leave, crime victim and domestic violence protections, and other legally required leaves.

Employees requesting leave, disability accommodation, lactation accommodation, religious accommodation, or pregnancy-related accommodation should contact Human Resources or the designated administrator as early as possible.

7. Employee Records, Confidentiality, Student Privacy, and Information Security

HBMPAA will maintain personnel records and employee information confidentially as required by law. Employees must protect student records, special education records, Section 504 records, health information, personnel information, investigation materials, payroll data, passwords, assessment materials, donor information, and other confidential School information. Student records may be accessed, used, discussed, transmitted, or disclosed only for legitimate educational purposes and in compliance with the Family Educational Rights and Privacy Act, California student record requirements, and School procedures.

8. Health, Safety, Injury Reporting, and Workplace Wellness

Employees must follow workplace safety rules, report injuries, hazards, threats, unsafe conditions, communicable disease concerns, and workplace violence concerns promptly, and cooperate with emergency procedures, drills, investigations, and corrective actions. The School will maintain required safety plans, injury and illness prevention procedures, emergency response procedures, workers' compensation reporting, and applicable health protocols. Employees working in music, dance, theatre, production, rehearsal, travel, outdoor, or performance settings must use safe equipment practices, active supervision, hydration and heat precautions, rest breaks, appropriate lifting techniques, and incident reporting procedures.

9. Standards of Conduct, Professionalism, Discipline, and Corrective Action

Employees must act honestly, professionally, respectfully, and safely in all interactions with students, families, coworkers, volunteers, contractors, authorizer representatives, and community members. Prohibited conduct includes violence, threats, weapons, drugs or alcohol impairment, harassment, discrimination, retaliation, bullying, theft, falsification of records, misuse of funds or property, unsafe supervision, inappropriate communications, breach of confidentiality, conflicts of interest, insubordination, neglect of duties, academic or attendance falsification, and conduct that undermines student safety or School operations. Corrective action may include coaching, written warnings, administrative leave, reassignment, suspension, termination, or other action authorized by law and policy.

10. Bullying, Harassment, Intimidation, Retaliation, and Professional Boundaries

HBMPAA prohibits bullying, cyberbullying, discrimination, harassment, intimidation, retaliation, sexual harassment, and hostile environment conduct by or against students, employees, families, volunteers, contractors, board members, or visitors. The School will maintain safe learning environment and professional-boundaries policies addressing adult-

student communication, student-to-student conduct, use of social media, supervision of school spaces, transparency with families, and reporting responsibilities. Reports should be made promptly to the Executive Director/Principal, compliance officer, or other designated School contact. The School will investigate, document, provide interim supports when appropriate, take corrective action when warranted, and prohibit retaliation.

11. Student Safety, Emergency Procedures, and Performance/Travel Safety

HBMPAA will maintain a comprehensive school safety plan, emergency response procedures, incident reporting processes, visitor controls, supervision expectations, and required drills. Families must follow sign-in, pickup, emergency contact, transportation, medication, and field trip procedures. Music, dance, theatre, band, production, outdoor rehearsal, performance, and travel activities require active supervision, safe equipment use, hydration, heat-illness prevention, rest breaks, chaperone expectations, emergency communication, and parent/guardian permission when required. Students and families must promptly report threats, injuries, unsafe conditions, suspected abuse or neglect, bullying, harassment, or other safety concerns.

12. Special Education, Section 504, English Learners, and Student Supports

HBMPAA will identify, evaluate, serve, and support students with disabilities, students eligible under Section 504, English learners, homeless students, foster youth, migratory students, newcomer students, students from military families, pregnant and parenting students, and other student groups entitled to protections or services. The School will comply with applicable federal and state requirements, including child find, individualized education programs, Section 504 plans, language acquisition supports, accessibility, nondiscrimination, parent participation, procedural safeguards, and required notices. Families should contact the designated School administrator to request support, evaluation, accommodation, interpretation, or records review.

13. Technology, Artificial Intelligence, Media, and Acceptable Use

School technology, learning platforms, devices, networks, email, cameras, audio equipment, music production tools, digital portfolios, and artificial intelligence tools may be used only for authorized educational purposes. Students and families must protect passwords, student data, creative work, and confidential information. Technology may not be used to bully, harass, discriminate, retaliate, cheat, plagiarize, impersonate others, access unsafe content, disrupt instruction, or record or post students or staff without authorization. AI tools must support learning, preserve academic integrity, protect privacy, and never replace student work or professional judgment.

14. Title 5, Title 22, CDE/CDSS Funding, and Program Compliance

HBMPAA will operate as a California public charter school and will comply with applicable requirements tied to public funding, authorizer oversight, California Department of Education

guidance, federal program participation, state accountability, fiscal controls, attendance reporting, and student services. If the School operates or partners in early learning, expanded learning, childcare, preschool, before-school, after-school, enrichment, or related programs funded or regulated through the California Department of Education, California Department of Social Services, Title 5, Title 22, or other state or federal sources, HBMPAA will implement the applicable licensing, health and safety, staffing, supervision, eligibility, recordkeeping, parent notice, incident reporting, fee, attendance, and fiscal accountability requirements. Program-specific rules will be provided to participating families through separate board-approved notices, agreements, and forms.

15. Complaints, Uniform Complaint Procedures, Charter School Complaints, and Non-Retaliation

Families are encouraged to report concerns early so they can be addressed promptly and lawfully. Complaints may include concerns regarding discrimination, harassment, intimidation, bullying, retaliation, pupil fees, instructional materials, student records, special education, Section 504, English learner services, school safety, fiscal practices, public records, charter compliance, or violations of law or board policy. HBMPAA will maintain board-approved complaint procedures, including Uniform Complaint Procedures where applicable, a charter school complaint process, Title IX reporting procedures where applicable, and general complaint procedures. The School prohibits retaliation against any student, parent/guardian, employee, or community member who makes a good-faith complaint, participates in an investigation, requests accommodation, or exercises protected rights.

16. Family Responsibilities and Acknowledgment

Parents/guardians and students are responsible for reading this handbook, following School policies, maintaining accurate records, attending school regularly, communicating respectfully, supporting academic and arts participation, protecting student safety, using technology appropriately, and complying with all required forms and permissions. This handbook may be revised during the school year to reflect changes in law, policy, funding rules, authorizer requirements, or School operations. Continued enrollment and participation require compliance with board-adopted policies and applicable law.

Parent/Guardian and Student Acknowledgment. I acknowledge that I have received, read, and understand the Parent/Student Handbook and Annual Notice Summary for Heartbeat Music & Performing Arts Academy. I understand that I am responsible for complying with the School's policies, procedures, attendance expectations, student conduct rules, safety requirements, technology expectations, complaint procedures, and required forms.

Student Printed Name: _____

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature, if age appropriate: _____ Date: _____

Heartbeat Music & Performing Arts Academy

Compliant Procedures

Exhibit E
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer: _____

Policy Statement

HBMPAA shall maintain, publish, and implement written complaint procedures consistent with applicable California charter school requirements, including the Uniform Complaint Procedures, California Education Code, Title 5 of the California Code of Regulations, Title IX, applicable California Department of Education and California Department of Social Services guidance for funded programs, and other state and federal civil rights and education requirements.

Scope of Complaints

These procedures apply to general school complaints, Uniform Complaint Procedures matters, discrimination, harassment, intimidation, bullying, retaliation, Title IX concerns, student fees, instructional materials, facility conditions, employee complaints, charter school complaint notices, and complaints related to programs supported by state or federal funding, including Title 5 and childcare or development funding administered through CDE or CDSS when applicable.

Notice, Access, and Translation

Complaint information and forms shall be included in student, family, and employee handbooks; posted where required; made available upon request without charge; and translated or interpreted when required by law. Notices shall identify the responsible compliance officer or designee, filing options, applicable timelines, appeal rights, and protections against retaliation.

Filing and Investigation

Complaints should be submitted in writing when required by the applicable procedure. HBMPAA shall assist a complainant who is unable to submit a written complaint because of disability, language access needs, illiteracy, or other legally protected barrier. Anonymous complaints may be accepted when permitted by law and shall be reviewed to the extent sufficient information is provided.

HBMPAA shall acknowledge complaints promptly, conduct impartial and timely investigations, provide the complainant an opportunity to present information or evidence, maintain appropriate confidentiality, document investigative steps, and issue written findings and corrective actions when required. Uniform Complaint Procedures matters shall be resolved within required state timelines unless an extension is permitted and agreed to in writing.

Resolution, Appeals, and Corrective Action

Written decisions shall state the findings, conclusions, disposition of the complaint, corrective action if warranted, timelines for implementation, and applicable appeal rights. Where a complaint falls under state Uniform Complaint Procedures, HBMPAA shall provide notice of the complainant's right to appeal to the appropriate state agency, including the California Department of Education or California Department of Social Services when applicable.

Non-Retaliation and Records

HBMPAA prohibits retaliation against any person who files a complaint, participates in an investigation, or asserts rights under this policy. Complaint records, investigation materials, notices, findings, and corrective-action documentation shall be maintained in accordance with applicable confidentiality, student-record, personnel-record, and document-retention requirements.

Board Oversight

The Board of Directors delegates implementation of these procedures to the Chief Executive Officer or designee and retains final governance authority over policy adoption, required updates, and compliance oversight. This policy shall be reviewed and updated as necessary to remain aligned with California charter school law, state policy, funding requirements, and applicable regulatory guidance.

Heartbeat Music & Performing Arts Academy

Suspension & Expulsion Policy

Exhibit F
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer: _____

Suspension & Expulsion Policy

HBMPAA shall administer student discipline in a lawful, equitable, developmentally appropriate, and policy-driven manner consistent with the School's charter petition, applicable California Education Code requirements governing charter schools, federal civil rights laws, special education laws, Section 504 obligations, and all applicable state and federal student due process protections. The purpose of this policy is to maintain a safe, orderly, inclusive, and instructionally focused learning environment while ensuring that all disciplinary decisions are fair, documented, legally compliant, and aligned with California charter school expectations.

Preventive, Restorative, and Trauma-Informed Practices

Before imposing exclusionary discipline, HBMPAA shall use preventive, restorative, trauma-informed, and culturally responsive practices whenever appropriate and legally permissible. Such practices may include, but are not limited to, student conferences, parent or guardian communication, restorative conversations, behavior reflection, conflict resolution, counseling referrals, re-teaching of behavioral expectations, classroom-based interventions, behavior support planning, check-in/check-out systems, and other corrective supports designed to address misconduct while preserving student access to instruction.

Suspension Standards

Suspension may be imposed only when the conduct is identified in the School's approved charter discipline policy, is legally permissible, and is educationally necessary to maintain safety, prevent substantial disruption, or address serious misconduct. HBMPAA shall not suspend a student solely for attendance-related concerns, academic performance, homelessness, foster youth status, disability-related needs, or conduct that can be appropriately addressed through non-exclusionary interventions. Suspension decisions shall be supported by documentation, communicated to the parent or guardian as required, and implemented in a manner that minimizes unnecessary loss of instructional time.

Expulsion Standards and Due Process

Expulsion shall be reserved for serious offenses and shall occur only in accordance with the procedures set forth in HBMPAA's approved charter petition, this policy, and applicable law. Prior to any expulsion, the student and parent or guardian shall receive timely written notice of the charges, a clear statement of the facts supporting the proposed expulsion, an explanation of the student's rights, and a copy of the School's suspension and expulsion procedures.

The expulsion hearing shall be conducted within a reasonable time by a neutral decision maker who did not participate in the investigation or recommendation for expulsion. The student shall have a fair opportunity to present testimony, documents, witnesses, and other evidence; to question adverse witnesses when legally appropriate; and to be represented by legal counsel, an advocate, or another representative at the family's expense.

No student shall be expelled until a final written decision has been issued. The written decision shall include findings of fact, the basis for the decision, the length and terms of expulsion, any rehabilitation or re-enrollment conditions, and appeal rights where applicable under the charter, School policy, or law. HBMPAA shall maintain discipline records in accordance with applicable confidentiality requirements and shall provide timely records transfer to the student's next educational placement when required.

Students With Disabilities, Section 504 Plans, and Other Protected Student Groups

Students with disabilities under the Individuals with Disabilities Education Act and students with Section 504 plans shall receive all legally required procedural protections before any disciplinary change of placement. When required, HBMPAA shall convene a manifestation determination review to determine whether conduct was caused by, or had a direct and substantial relationship to, the student's disability, or whether the conduct was the direct result of the School's failure to implement the student's individualized education program or Section 504 plan.

HBMPAA shall apply this policy in a nondiscriminatory manner and shall ensure that discipline decisions do not deny students equal access to educational programs based on disability, race, color, national origin, immigration status, language status, homelessness, foster youth status, or any other protected classification. The School shall provide language access and meaningful parent or guardian participation when required.

Documentation, Training, and Annual Review

HBMPAA shall document disciplinary incidents, interventions attempted, family communications, suspension notices, expulsion notices, hearing records, decisions, and records transfers in accordance with School policy and applicable law. Administrators and designated staff shall receive training on this policy, lawful discipline practices, student due process, disability discipline protections, de-escalation, restorative practices, and trauma-informed

responses. The School shall review discipline data at least annually to evaluate consistency, disproportionality, student safety, instructional impact, and continued alignment with California charter school requirements.

Heartbeat Music & Performing Arts Academy

Comprehensive School Safety Plan

Exhibit G
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer: _____

Exhibit G: Comprehensive School Safety Plan Summary

The Charter School shall develop, adopt, train staff on, implement, and annually review a Comprehensive School Safety Plan designed to meet California public charter school requirements and to create a safe, secure, inclusive, and well-supervised learning environment. The plan shall address prevention, preparedness, response, recovery, and continuous improvement and shall be maintained in alignment with California Education Code sections 32280 through 32289.5 and related state and local safety requirements.

Safety Governance and Annual Review

The safety plan shall be reviewed with staff before opening and updated at least annually through a systematic planning process. The review may include school leadership, certificated and classified staff, parents or guardians, students when appropriate, local law enforcement, local emergency medical services, community partners, the School's insurer or risk pool, and other persons with expertise in student health and campus safety. The School shall maintain documentation of training, review dates, approvals, updates, drills, and corrective actions.

Required Safety Plan Components

The plan shall include procedures for emergency preparedness, disaster response, evacuation, lockdown, shelter-in-place, reunification, emergency communications, visitor management, campus supervision, incident reporting, mandated reporting, bullying prevention, harassment prevention, suicide prevention, mental health referral, medication administration, concussion response, sudden cardiac arrest awareness, heat-illness prevention, hydration and rest protocols for outdoor rehearsals or activities, field trip and travel safety, transportation expectations, chaperone responsibilities, staff training, and annual safety evaluation.

Emergency Preparedness and Disaster Procedures

The safety plan shall establish site-specific procedures for earthquakes, fires, severe weather, power outages, medical emergencies, hazardous materials incidents, active threats, campus intruders, missing students, and other foreseeable emergencies. Procedures shall include evacuation routes, assembly areas, staff assignments, accountability systems, student release

protocols, communication trees, emergency supplies, and accommodations for students with disabilities or temporary health needs.

Student Protection, Mandated Reporting, and Supervision

The Charter School shall maintain procedures for child abuse and neglect reporting, student supervision, professional boundaries, visitor access, sign-in and sign-out procedures, restroom and changing-area supervision where applicable, prevention of child abuse or neglect, and protection from sexual misconduct or exploitation. All mandated reporters shall receive required training and shall follow California reporting obligations immediately when reasonable suspicion arises.

Health, Wellness, and Activity-Specific Safety

The safety plan shall include health and wellness procedures for medication administration, student allergies, injury response, concussion protocols, sudden cardiac arrest awareness, mental health referral, suicide prevention, and crisis response. For outdoor rehearsals, physical activities, performances, travel, and field trips, the plan shall specify hydration access, rest breaks, shaded or cooled areas when feasible, heat-illness prevention, supervision ratios, emergency contact access, transportation expectations, and chaperone responsibilities.

Training, Drills, Communications, and Continuous Improvement

Before the School opens and at least annually thereafter, staff shall be trained on the Comprehensive School Safety Plan, emergency assignments, student supervision responsibilities, mandated reporting, incident documentation, emergency communication channels, and drill expectations. The School shall conduct and document required drills, review incidents and near misses, update protocols based on lessons learned, and maintain emergency communication procedures for families, staff, first responders, authorizer representatives, and other required stakeholders.

Heartbeat Music & Performing Arts Academy

SELPA & Special Education Agreement/Plan

Exhibit H
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer: _____

SELPA and Special Education Agreement/Plan

Prior to opening, HBMPAA shall finalize and document its special education status in accordance with applicable federal and California law, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and Education Code provisions governing California charter schools. HBMPAA shall operate either as a school of the authorizing district for special education purposes or as a local educational agency (LEA) member of an approved Special Education Local Plan Area (SELPA), as reflected in its charter petition, memorandum of understanding, SELPA membership documents, and/or authorizer agreement.

The governing agreement or implementation plan shall clearly define the roles, fiscal obligations, and operational responsibilities of HBMPAA, the authorizer, the SELPA, and any service providers. At a minimum, the agreement shall address funding allocation and fair-share obligations, state and federal special education revenue, assessment and service costs, nonpublic school or agency placements when required, dispute resolution, due process responsibilities, data reporting, compliance monitoring, and the provision of a full continuum of placements and services necessary to provide eligible students a free appropriate public education (FAPE) in the least restrictive environment (LRE).

HBMPAA shall not deny admission, discourage enrollment, counsel out, or otherwise discriminate against any student on the basis of disability, suspected disability, prior special education eligibility, Section 504 status, need for related services, behavior support needs, transportation needs, or the anticipated cost or complexity of services. Enrollment, lottery, discipline, attendance, and participation practices shall be administered consistent with charter school nondiscrimination requirements, IDEA, Section 504, Title II, and applicable California law.

Core Compliance Commitments

HBMPAA shall maintain legally compliant child find procedures to identify, locate, and evaluate students who may require special education or Section 504 supports, including students who are

highly mobile, multilingual learners, unhoused, foster youth, or otherwise historically underserved. Referrals shall be reviewed promptly, parent notices and procedural safeguards shall be provided as required, and assessments shall be completed within legally required timelines using qualified personnel and nondiscriminatory assessment practices.

For students who enroll with an existing individualized education program (IEP), HBMPAA shall immediately implement comparable services pending review by the responsible IEP team and shall coordinate with the prior LEA to obtain records without delay. HBMPAA shall convene, participate in, and document IEP meetings in accordance with legal timelines and shall ensure that IEPs are implemented as written, including specialized academic instruction, related services, supplementary aids and services, accommodations, behavior supports, assistive technology, extended school year services, and special education transportation when required by the IEP.

HBMPAA shall maintain service logs, assessment records, parent communications, prior written notices, consent forms, meeting notes, progress reports, and other documentation necessary to demonstrate timely and complete implementation of each student's program. Student progress toward IEP goals shall be monitored and reported to parents at least as frequently as progress is reported for general education students, or more often as required by the IEP.

Service Delivery, Staffing, and Accountability

HBMPAA shall ensure that special education and related services are delivered by appropriately credentialed, licensed, or qualified staff consistent with California credentialing requirements, SELPA policies, and applicable state and federal standards. The school shall provide staff training on child find, referral procedures, IEP implementation, accommodations, behavior supports, manifestation determination requirements, confidentiality, emergency procedures, Section 504, and collaboration between general education and special education personnel.

HBMPAA shall participate in SELPA and authorizer monitoring, submit required state and federal reports, follow corrective action requirements when applicable, and maintain internal systems to review timelines, service delivery, assessment completion, dispute resolution activity, discipline data, disproportionality indicators, and fiscal compliance. If a disagreement arises regarding responsibility for assessment, placement, services, funding, or due process, HBMPAA shall follow the dispute resolution procedures established in the applicable agreement while ensuring that student services continue without interruption.

HBMPAA shall maintain Section 504 policies and procedures for students who may require accommodations or services but do not qualify for special education under IDEA. Section 504 determinations shall be made by a knowledgeable team, documented in writing, reviewed periodically, and implemented consistently across instructional, extracurricular, transportation, health, discipline, and school-sponsored activities.

This Exhibit shall be reviewed before opening and updated as needed to remain aligned with the school's approved charter, executed agreements, SELPA local plan requirements, authorizer oversight expectations, California Department of Education reporting obligations, and applicable federal and state law. Nothing in this Exhibit shall limit a student's right to FAPE, procedural safeguards, nondiscriminatory access, or the individualized supports and services determined necessary by the appropriate IEP or Section 504 team.

Heartbeat Music & Performing Arts Academy

Curriculum Maps Framework

Exhibit I
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer:

Exhibit I: Curriculum Maps Framework

HBMPAA shall maintain written, board-approved curriculum maps for each course and grade level served. The curriculum maps shall operate as the school's instructional planning framework, evidence of standards alignment, and internal accountability tool for ensuring that the instructional program described in the charter petition is implemented with fidelity. Curriculum maps shall be aligned to applicable California academic content standards, the California Arts Standards, the California Arts Education Framework, state assessment expectations, A–G readiness where applicable, and the measurable pupil outcomes identified in the charter petition. The school shall review and update curriculum maps annually, and more frequently when state standards, instructional materials, student data, or program design require revision.

Each curriculum map shall identify, at minimum, the course title, grade level, instructor or department responsible for implementation, California standards addressed, essential questions, major units of study, pacing guidance, instructional materials, culturally responsive resources, performance tasks, formative assessments, summative assessments, academic vocabulary, English learner supports, special education accommodations, Section 504 accommodations, Universal Design for Learning strategies, intervention and acceleration strategies, arts integration opportunities, technology integration, safety considerations, family engagement opportunities, and vertical alignment to the next grade level or course sequence. Grade 6 maps shall be finalized prior to opening, and each additional grade-level map shall be finalized and reviewed by school leadership before that grade is added.

California Charter School Compliance Expectations

The curriculum map system shall support compliance with California charter school law and authorizer oversight by documenting how instruction is standards-based, accessible to all pupils, measurable through multiple forms of assessment, and connected to the educational program approved in the charter. The maps shall be maintained as living instructional records and may be used during internal program evaluation, authorizer visits, Local Control and Accountability Plan

alignment, instructional leadership reviews, special education service coordination, English learner program monitoring, and state or local accountability reporting.

To protect public funding integrity, curriculum maps shall be implemented in a manner consistent with state apportionment requirements, including minimum instructional minutes, contemporaneous attendance documentation, participation in required state testing, and any applicable classroom-based or nonclassroom-based instructional requirements. If the school offers independent study, distance learning, or any instruction that may be considered nonclassroom-based, the curriculum maps and related instructional records shall be coordinated with applicable Education Code, Title 5 regulations, State Board of Education funding determination requirements, and school policies governing attendance, assignments, pupil work products, teacher oversight, and academic progress.

Curriculum Map Development, Review, and Approval

Curriculum maps shall be developed by certificated instructional staff, reviewed by school leadership, and approved through the school's instructional governance process prior to implementation. The Executive Director or designee shall ensure that maps are complete, standards-aligned, legally compliant, and consistent with the school's mission and charter petition. Annual review shall include analysis of student achievement data, English learner progress, special education access, intervention effectiveness, attendance trends, arts participation data, course completion data, and stakeholder feedback. Revisions shall be documented and retained as part of the school's instructional records.

Performing Arts Course Map Requirements

Each performing arts course map shall include California Arts Standards alignment, artistic processes addressed, repertoire or project focus, technical vocabulary, rehearsal routines, performance tasks, critique protocols, accommodations, safety expectations, equipment and facility needs, instrument and uniform access supports, portfolio artifacts, assessment rubrics, and opportunities for students to connect artistic learning to history, culture, identity, community, college readiness, and career pathways. Course maps shall identify how students progress from foundational skill-building to intermediate performance and then to advanced leadership, audition, portfolio preparation, and postsecondary readiness.

Grades 6–12 Curriculum Map: HBCU-Inspired Performing Arts and Marching Band Pathway

HBMPAA's curriculum map is organized around a college-preparatory academic program and a culturally responsive performing arts pathway grounded in the traditions of Historically Black Colleges and Universities. Marching band shall serve as the signature performing arts program and the central vehicle for ensemble discipline, musicianship, movement, leadership, cultural literacy, physical wellness, community engagement, and college/career readiness. The curriculum shall align academic instruction, advisory support, performing arts instruction, and

student portfolio development so that each pupil has a coherent pathway from middle school foundation to high school graduation and postsecondary planning.

Grade	Academic Focus	Marching Band / Music Pathway	HBCU and Cultural Traditions	Major Evidence of Learning
6	Transition to middle school; ELA 6, Math 6, integrated science, ancient/world history, PE/health, advisory, study skills, and digital citizenship.	Beginning instrumental music, rhythm literacy, posture, breathing, instrument care, basic notation, percussion foundations, movement safety, parade-step basics, and ensemble etiquette.	Introduction to HBCU history, school pride, call-and-response traditions, drumline culture, Black musical innovation, and the role of bands in community identity.	Baseline academic and music assessments, rhythm performance, reflection journal, beginning portfolio, first showcase performance, and diagnostic data review.
7	ELA 7 analysis and argument; Math 7 or accelerated math; integrated science; medieval/early modern history; PE/health; advisory; and academic goal setting.	Beginning to intermediate band, tone production, scales, sight-reading, sectionals, basic drill vocabulary, dance and movement fundamentals, and ensemble listening.	Study of HBCU band structure, section identity, majorette and dance traditions, leadership roles, and culturally responsive repertoire selection.	Fall and spring juries, sectional rubric, written music reflection, digital portfolio update, and interdisciplinary project connecting history and music.
8	ELA 8 literary and informational analysis; Math 8 or Algebra I; integrated science; U.S. history and civic foundations; high school readiness; and transition planning.	Intermediate ensemble, marching fundamentals, field formations, memorization strategies, intermediate music theory, performance	Exploration of HBCU homecoming, battle-of-the-bands traditions, student leadership, service, and	Grade 8 transition portfolio, performance jury, academic readiness review, field-show participation, and high school

		stamina, and rehearsal discipline.	the connection between music, identity, and civic voice.	pathway advising conference.
9	College-prep English 9; Algebra I or Geometry; Biology or integrated science; ethnic studies, world geography, or approved sequence; world language; and advisory.	Marching Band I, Music Theory I, Dance I or movement for performers, introductory theatre/stage presence, technique building, and rehearsal accountability.	HBCU college awareness, introduction to band scholarship pathways, repertoire studies connected to Black music history, and community performance norms.	Course grades, performance rubric, theory assessment, recorded performance artifact, college awareness reflection, and advisory portfolio check.
10	College-prep English 10; Geometry or Algebra II; Chemistry or NGSS science; world history/cultures; world language II; and PSAT/SAT awareness.	Marching Band II, intermediate ensemble, choreography, production support, Music Theory II, sectional leadership practice, conditioning, and performance health.	Comparative study of HBCU bands, Black performance aesthetics, show design, drumline traditions, dance teams, and recruitment expectations.	Intermediate jury, ensemble leadership reflection, performance video analysis, production artifact, academic benchmark data, and portfolio update.
11	English 11/American literature or AP option; Algebra II, Precalculus, or statistics pathway; physics or environmental science; U.S. history; and college counseling.	Advanced ensemble, section leader preparation, composition/arranging, advanced marching technique, peer mentoring, and audition repertoire selection.	HBCU application and scholarship research, alumni or guest clinician mentorship, leadership ethics,	Junior portfolio review, audition preparation checklist, section leadership rubric, composition or arrangement project, transcript review, and A–G audit.

			cultural stewardship, and college rehearsal expectations.	
12	English 12/ERWC or senior seminar; precalculus, statistics, or college math option; advanced science or dual enrollment; government/economics ; and senior transition.	Advanced marching band leadership, drum major/captain preparation, audition coaching, senior capstone, portfolio finalization, and college ensemble readiness.	HBCU admissions, scholarship auditions, senior legacy project, college transition skills, arts advocacy, service, and mentorship of younger students.	Senior portfolio, capstone performance, audition recording, resume, scholarship/college evidence, postsecondary transition plan, and senior defense.

Vertical Performing Arts Progression

Pathway Strand	Grades 6–8 Foundation	Grades 9–10 Development	Grades 11–12 Advanced Readiness
Instrumental Music	Instrument selection, tone, rhythm, notation, care, practice routines, and ensemble norms.	Intermediate technique, scales, sight-reading, repertoire, sectionals, and performance literacy.	Advanced repertoire, audition studies, leadership, arranging, portfolio recordings, and college ensemble preparation.
Marching Band	Posture, movement safety, basic commands, parade-step fundamentals, stamina, and field awareness.	Marching Band I–II, drill reading, choreography integration, show design basics, and rehearsal accountability.	Drum major/captain preparation, section leadership, performance precision, mentoring, and collegiate audition readiness.
Dance and Movement	Body alignment, rhythm, conditioning, coordinated movement, cultural dance foundations, and safety.	Dance technique, choreography, majorette-inspired performance vocabulary, and stage/field presence.	Advanced choreography, captain leadership, audition combinations, conditioning plans, and performance coaching.

Music Theory and Composition	Notation, rhythm, melody, form, listening vocabulary, and simple composition.	Harmony, arranging, score reading, critique, digital notation, and ensemble application.	Composition, arranging for sections, audition analysis, conducting basics, and original senior portfolio work.
Arts Technology and Portfolio	Digital citizenship, recording basics, reflection journals, and portfolio organization.	Digital performance portfolio, audio/video critique, production support, and media arts integration.	Audition reels, resumes, senior portfolio defense, scholarship materials, and college-ready digital archive.
Leadership and HBCU Readiness	Team culture, respect, service, school pride, peer encouragement, and HBCU awareness.	Section roles, community performance expectations, college awareness, and scholarship pathway exploration.	Student leadership, mentoring, HBCU applications, auditions, financial aid milestones, and postsecondary transition.

Academic and Arts Integration by Grade Band

- Grades 6–8: Students build academic habits, foundational literacy, mathematical reasoning, science inquiry, historical context, and ensemble discipline through arts-integrated projects such as rhythm fractions, sound science, music history timelines, performance reflection writing, and community showcase presentations.
- Grades 9–10: Students complete college-preparatory coursework while developing a formal arts pathway. Projects may include repertoire research papers, physics of sound and movement, choreography analysis, show-design budgeting, digital production artifacts, and oral presentations connected to HBCU band history and Black performing arts traditions.
- Grades 11–12: Students demonstrate advanced academic and artistic readiness through senior writing, research, leadership, audition preparation, portfolio defense, scholarship applications, arts advocacy, and capstone performances that connect historical study, civic voice, cultural identity, and postsecondary planning.

Assessment and Portfolio System

Student progress shall be measured through academic diagnostics, interim assessments, state assessments, course grades, performance juries, rehearsal rubrics, digital portfolios, student reflections, peer critique, teacher feedback, leadership evaluations, and college/career milestones. Performance assessments shall reflect the California Arts Standards artistic processes of creating, performing/presenting/producing, responding, and connecting. Each student shall maintain a portfolio that grows from foundational artifacts in Grade 6 to an audition-ready senior portfolio

in Grade 12. Assessment practices shall be designed to be valid, reliable, accessible, culturally responsive, and consistent with the accommodations and modifications required by a student's individualized education program, Section 504 plan, English learner plan, or other legally required support plan.

Inclusive Access, Student Supports, and Safety

All students shall have equitable access to the curriculum regardless of prior arts experience, disability, English learner status, family income, prior academic performance, or other protected status. Course maps shall include English learner scaffolds, special education accommodations, Section 504 accommodations, intervention strategies, adaptive performance options, instrument and uniform access supports, heat-illness prevention and physical safety procedures, and alternative demonstrations of mastery when required by law or student need. Performing arts instruction shall include safe rehearsal protocols, hydration and rest procedures, equipment care, supervision expectations, emergency response considerations, and age-appropriate physical conditioning.

Monitoring, Documentation, and Continuous Improvement

The school shall maintain curriculum maps, instructional materials lists, pacing guides, assessment rubrics, evidence of student work, intervention documentation, and annual revision records as part of its instructional compliance file. School leadership shall use these records to monitor fidelity of implementation, identify professional development needs, verify access for student groups, support authorizer oversight, and demonstrate continuous improvement. Curriculum maps shall not replace teacher lesson planning; rather, they shall provide the standards-based structure within which teachers design daily instruction, differentiate learning, and document student progress toward measurable pupil outcomes.

Heartbeat Music & Performing Arts Academy

School Assessment Calendar

Exhibit J
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer:

California Charter School Assessment Calendar

This assessment calendar establishes a California-compliant system for academic, language-development, student-support, programmatic, and governance review. The calendar is designed for a California charter school operating under applicable state accountability requirements, including state assessment participation, English learner identification and monitoring, local progress monitoring, board oversight, LCAP-aligned continuous improvement, SARC/public reporting, and applicable health, safety, and student-services review expectations.

Timeframe	Assessment/Review	Purpose and Compliance Use
August/September	Diagnostic academic screeners in reading, mathematics, and writing; Home Language Survey review; Initial ELPAC or Initial Alternate ELPAC as required; cumulative file and enrollment review; IEP, Section 504, foster youth, homeless youth, and McKinney-Vento review; student support and intervention review.	Establishes baseline academic and student-support data; confirms appropriate placement; supports English learner identification and services; initiates intervention planning; and ensures student records, accommodations, and required supports are reviewed at the start of the school year.

September/October	Schoolwide assessment participation planning; testing coordinator calendar review; staff training on secure test administration; accessibility resources and designated supports review; parent/guardian notification and data-use expectations.	Prepares the school for state and local assessments, supports secure and standardized administration, confirms accessibility supports, and strengthens readiness for CDE, authorizer, and board review.
Every 4–6 Weeks	Data team reviews; unit and curriculum-embedded assessments; intervention progress monitoring; attendance, behavior, discipline, and student engagement review; subgroup progress checks; SST or MTSS intervention documentation.	Provides timely instructional adjustment, monitors intervention effectiveness, supports equity-based subgroup analysis, and documents student support decisions for continuous improvement and authorizer oversight.
Fall and Spring	Benchmark or interim assessments; writing performance samples; English learner progress monitoring; SEL or school climate survey; arts jury, exhibition, portfolio, or performance review; course completion and credit progress review when applicable.	Measures academic growth, monitors academic and language-development progress, evaluates whole-child and program outcomes, and informs LCAP goals, schoolwide planning, parent communication, and professional learning priorities.
Winter	Midyear academic data review; intervention roster audit; CAASPP/ELPAC/CAST planning; accessibility and accommodations confirmation; curriculum pacing review; at-risk student review; board dashboard update.	Ensures midyear corrective action, confirms readiness for statewide testing windows, verifies student supports and accommodations, and provides governance-level visibility into academic, attendance, discipline, subgroup, and fiscal indicators.
Spring	CAASPP Smarter Balanced assessments for required grade	Meets California statewide assessment and

	levels; CAST when applicable; California Alternate Assessments when required by a student's IEP; Summative ELPAC or Summative Alternate ELPAC for eligible students; Physical Fitness Test participation when applicable; end-of-year benchmark assessments and performance reviews.	accountability requirements, supports required reporting, documents academic and English language proficiency outcomes, and supplies performance data for board review, LCAP development, SARC preparation, and public accountability.
Quarterly	Board review of academic performance, attendance, chronic absenteeism, discipline, suspension/expulsion trends, subgroup outcomes, intervention participation, English learner progress, special populations, fiscal indicators, and operational compliance items.	Supports board governance, CEO-level monitoring, authorizer readiness, transparent decision-making, and early identification of academic, operational, or compliance risks.
Annually	LCAP goals, actions, services, metrics, and budget alignment review; California School Dashboard analysis; SARC preparation; curriculum and instructional materials review; assessment system review; student outcome and subgroup analysis; charter petition, authorizer, CDE, CDSS, Title 5, Title 22, and applicable State of California policy alignment review as relevant to the school's programs and funding streams.	Provides a comprehensive continuous-improvement cycle, confirms public accountability obligations, aligns assessment findings to funding and program decisions, and supports compliance monitoring across academic, fiscal, student-services, and state-policy requirements.

Heartbeat Music & Performing Arts Academy

Budget Worksheets & Monthly Cash Flow Projection

Exhibit K

Compliance-Ready Board Draft

School Year: 2027-2028

Board Approval Date: 08/03/2026

Authorizer: _____

Budget Worksheets and Monthly Cash-Flow Projection

Purpose and Planning Basis. This Exhibit K presents HBMPAA's preliminary five-year budget worksheets and Year 1 monthly cash-flow projection for authorizer review. The financial model is designed to demonstrate that the school can open and operate in a fiscally sound manner, maintain positive cash balances, align expenditures to the instructional program described in the charter petition, and comply with California charter school fiscal expectations, including first-year operational budgeting, start-up costs, and multi-year cash-flow projections required for charter petition review.

The model assumes a conservative Year 1 opening enrollment of 50 Grade 6 students and annual enrollment growth of approximately 100 students per year. Budgeted average daily attendance is projected at 95 percent of enrollment for planning purposes. Actual adopted budgets will be revised annually based on enacted state funding rates, certified ADA, unduplicated pupil counts, staffing plans, facilities agreements, special education structure, grant awards, insurance quotes, collective program needs, and governing board approval.

California Charter School Compliance Framework

- **Charter petition financial information:** The budget package is structured to support California charter petition review by presenting a first-year operating budget, start-up costs, and cash-flow and financial projections for the initial operating period.
- **LCFF and Principal Apportionment:** State revenue assumptions are based on California's Local Control Funding Formula and related Principal Apportionment processes for charter schools, including the use of enrollment, ADA, grade span, unduplicated pupil percentage, in-lieu property tax, and state aid assumptions.
- **Authorizer oversight readiness:** HBMPAA will submit required fiscal reports to its authorizer, including a preliminary budget and LCAP by July 1, interim financial reports by statutory deadlines, and an annual independent audit for the prior fiscal year.
- **State program compliance:** The school will budget and account for restricted funding consistent with applicable state and federal requirements, including Title I, Title II, Title

III, IDEA, special education, English learner services, Expanded Learning where applicable, and other categorical grants.

- **Title 5, Title 22, and state policy alignment:** To the extent HBMPAA operates or contracts for programs subject to California administrative requirements, including child nutrition, after-school, expanded learning, student health, safety, or related services, the budget will preserve adequate staffing, supervision, facilities, recordkeeping, and compliance resources.

Enrollment and ADA Assumptions

Budget Year	School Year	Grades	Enrollment	Budgeted ADA	ADA Rate
Year 1	2026–2027	6	50	47.5	95%
Year 2	2027–2028	6–7	150	142.5	95%
Year 3	2028–2029	6–8	250	237.5	95%
Year 4	2029–2030	6–9	350	332.5	95%
Year 5	2030–2031	6–10	450	427.5	95%

Enrollment will be monitored monthly through student information system reports, attendance registers, CALPADS submissions, and internal ADA tracking. Budget revisions will be prepared if enrollment or ADA varies materially from adopted assumptions.

Five-Year Summary Budget

Category	Year 1	Year 2	Year 3	Year 4	Year 5
LCFF and State Revenue	$712,500	$2,137,500	$3,562,500	$4,987,500	$6,412,500
Federal Revenue	$55,000	$130,000	$210,000	$285,000	$360,000
Grants/Philanthropy/Other	$275,000	$300,000	$325,000	$350,000	$375,000
Total Revenue	**$1,042,500**	**$2,567,500**	**$4,097,500**	**$5,622,500**	**$7,147,500**
Personnel Salaries	$520,000	$1,180,000	$1,890,000	$2,570,000	$3,250,000
Benefits and Payroll Taxes	$145,600	$330,400	$529,200	$719,600	$910,000
Books, Supplies, Instruments, Uniforms	$150,000	$220,000	$300,000	$375,000	$450,000
Facilities, Utilities, Maintenance	$210,000	$360,000	$525,000	$690,000	$855,000

Services, Insurance, Back Office	$120,000	$210,000	$300,000	$390,000	$480,000
Special Education/EL/Student Supports	$75,000	$155,000	$250,000	$335,000	$420,000
Total Expenses	**$1,220,600**	**$2,455,400**	**$3,794,200**	**$5,079,600**	**$6,365,000**
Net Income/(Loss)	**($178,100)**	**$112,100**	**$303,300**	**$542,900**	**$782,500**

The Year 1 operating loss is intentionally shown rather than masked, because start-up-year budgets for small charter schools commonly require seed funding, planning grants, private contributions, or board-approved reserves before enrollment reaches sustainable scale. HBMPAA will not rely on speculative revenue for core payroll obligations unless funds are awarded, committed, or otherwise reasonably assured.

Year 1 Monthly Cash-Flow Projection

Month	Beginning Cash	Cash Receipts	Cash Disbursements	Net Cash Flow	Ending Cash
July	$250,000	$90,000	$150,000	($60,000)	$190,000
August	$190,000	$120,000	$140,000	($20,000)	$170,000
September	$170,000	$95,000	$105,000	($10,000)	$160,000
October	$160,000	$85,000	$100,000	($15,000)	$145,000
November	$145,000	$85,000	$95,000	($10,000)	$135,000
December	$135,000	$95,000	$95,000	$0	$135,000
January	$135,000	$85,000	$95,000	($10,000)	$125,000
February	$125,000	$85,000	$95,000	($10,000)	$115,000
March	$115,000	$85,000	$95,000	($10,000)	$105,000
April	$105,000	$95,000	$95,000	$0	$105,000
May	$105,000	$110,000	$95,000	$15,000	$120,000
June	$120,000	$115,000	$105,000	$10,000	$130,000

Projected Year 1 ending cash remains positive in every month, with the lowest projected month-end balance of $105,000 in March and April. HBMPAA will maintain monthly cash monitoring procedures and will present cash-flow updates to the governing board during start-up and early operations.

Fiscal Controls and Budget Revision Protocol

- The Executive Director, back-office provider, and governing board finance committee will review budget-to-actual reports, cash-flow status, enrollment, ADA, restricted fund balances, and material variances on a monthly basis.
- The governing board will approve the annual budget, material budget revisions, major contracts, compensation schedules, banking arrangements, and reserve designations in public meetings.
- HBMPAA will maintain internal controls for procurement, segregation of duties, cash receipts, accounts payable, payroll approval, credit card use, grant tracking, and restricted-resource accounting.
- If enrollment, ADA, staffing, facilities, or funding assumptions change materially, management will prepare a revised forecast and corrective action plan, including expenditure controls, hiring adjustments, fundraising strategies, or board-approved use of reserves.
- The school will maintain documentation supporting attendance, CALPADS reporting, grant claims, federal and state program compliance, audit schedules, and authorizer fiscal oversight requests.

Heartbeat Music & Performing Arts Academy

Facilities Documentation & Pre-Opening Compliance Commitments

Exhibit L
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer: _____

Facilities Documentation and Pre-Opening Compliance Commitments

HBMPAA has not yet executed a final lease, purchase agreement, use agreement, or other site-control document for a school facility. HBMPAA submits this Exhibit L as a California charter school facilities documentation exhibit, identifying its facilities acquisition plan, readiness evidence requirements, budget assumptions, site-control commitments, and pre-opening compliance conditions. HBMPAA will not occupy a facility or serve students until the school has completed facility selection, obtained legally sufficient site control, confirmed occupancy approval, secured fire/life-safety clearance, completed ADA accessibility review, finalized insurance underwriting, adopted site-specific emergency procedures, and maintained all required safety, supervision, maintenance, custodial, traffic, storage, and specialized performing arts documentation.

1. California Charter School Facilities Compliance Framework

HBMPAA will operate its facilities program in alignment with California Education Code, applicable California Code of Regulations Title 5 provisions governing charter schools, California Department of Education reporting and oversight expectations, local building enforcement jurisdiction, fire authority requirements, accessibility obligations, and authorizer oversight requirements. Facility selection and readiness review will be managed as a board-supervised pre-opening condition, not as an informal operational task. The school will maintain written evidence showing that each facility used for instruction, student activities, food service coordination, rehearsals, storage, arrival/dismissal, emergency assembly, and administrative operations is appropriate for public school use before students are served.

For any facility construction, renovation, rehabilitation, alteration, addition, or tenant improvement, HBMPAA will determine whether review and oversight must be conducted by the Division of the State Architect or by the local building enforcement agency with jurisdiction, based on the funding source, ownership, scope of work, and applicable law. If the facility is within a review area requiring additional agency review, including airport runway proximity review or other state/local clearance, HBMPAA will obtain the required determination before acquiring title, executing a lease, or commencing school operations.

2. Site Control, Occupancy, and Safety Completion File

Prior to opening, HBMPAA will maintain a facilities completion file for authorizer review. The file will include, as applicable, a lease, purchase agreement, use agreement, memorandum of understanding, permit, license, or other legally sufficient site-control document; facility address; scope of authorized use; term and renewal rights; cost obligations; insurance requirements; maintenance responsibilities; and restrictions affecting instruction, rehearsals, performances, storage, transportation, food service, or student supervision.

The facilities completion file will also include occupancy approvals, fire/life-safety clearance, emergency egress maps, ADA accessibility review, emergency assembly and reunification locations, visitor entry procedures, traffic circulation procedures, arrival and dismissal supervision procedures, custodial and maintenance plans, utilities coordination, site security procedures, food service coordination, instrument and uniform storage plans, outdoor rehearsal safety review, and any permits or approvals required for specialized performing arts activities.

3. Title 5, CDE, CDSS, Title 22, and State Policy Compliance

HBMPAA will operate as a California public charter school subject to California Education Code, State Board of Education regulations, applicable Title 5 charter school provisions, CDE reporting requirements, attendance accounting, instructional time, Principal Apportionment, LCFF, CALPADS, LCAP, SARC, state assessment, independent audit, fiscal oversight, and authorizer monitoring requirements. The school's facilities decisions, pre-opening certifications, enrollment capacity assumptions, budget projections, and staffing plans will be maintained consistently across the charter petition, budget exhibits, insurance documentation, safety planning, and board records.

If HBMPAA offers any before-school, after-school, summer, childcare, enrichment, or school-age care activity that requires licensing or oversight by the California Department of Social Services, HBMPAA will determine licensure status before operation and will comply with applicable Community Care Licensing and Title 22 requirements, including staffing qualifications, supervision, health and safety, emergency planning, records, reporting, personal rights, and facility requirements. Required educational programming will remain tuition-free and accessible. Any optional fee-based, donation-supported, grant-funded, or extended program will be reviewed for legality, equity, student access, nondiscrimination, fiscal controls, and compliance with applicable state funding rules before implementation.

4. HR and Personnel Compliance Readiness

HBMPAA's human resources system will be state-policy driven and board-supervised. Before employees, contractors, volunteers, or chaperones begin service with required student contact, HBMPAA will complete legally required clearances and onboarding, including credential verification where applicable, DOJ/FBI fingerprint clearance, tuberculosis clearance, mandated reporter training, professional boundaries and safe school environment training, harassment

prevention training, Title IX role-based training, ethics and conflict-of-interest training for covered officials, student privacy training, workplace safety training, supervision expectations, wage-and-hour compliance, meal and rest break compliance for nonexempt employees, leave rights, reasonable accommodation procedures, workers' compensation, payroll controls, retirement reporting, evaluation procedures, complaint procedures, whistleblower protections, and employee acknowledgment records.

Personnel files will be maintained securely and confidentially. HBMPAA will maintain board-approved job descriptions, offer letters, employee agreements where applicable, clearance records, training records, credential records, supervision assignments, and evaluation documentation. No person requiring clearance for student contact will begin service until HBMPAA has verified completion of legally required onboarding conditions.

5. Pre-Opening Conditions and Authorizer Evidence Commitments

HBMPAA submits this petition with narrative policies, exhibit summaries, financial assumptions, signature forms, curriculum framework, assessment framework, operational readiness commitments, and completion controls. Certain documents cannot be fully executed until charter approval, facility selection, hiring, insurance underwriting, board adoption, and SELPA/LEA arrangements are completed. Before serving students, HBMPAA will finalize and maintain evidence files for authorizer review, including facility agreement or site-control documentation; occupancy, fire/life-safety, ADA, and emergency egress documentation; insurance certificates; board-adopted bylaws and governance policies; fiscal policies and internal controls; staff credential matrix; professional development calendar; CALPADS and authorizer reporting calendar; final school calendar and bell schedule; site-specific comprehensive school safety plan inserts; executed SELPA/LEA special education agreement; annual notices; and final employee and student handbook inserts.

6. SELPA and Student Services Completion File

Before serving students, HBMPAA will finalize its special education status, execute required SELPA/LEA or authorizer-related agreements, identify service providers, establish IEP and Section 504 records systems, train staff on Child Find and service implementation, prepare manifestation determination and discipline protections, and confirm responsibility for assessment, related services, transportation when required by an IEP, dispute resolution, reporting, and fiscal obligations. HBMPAA will also finalize local contacts for the Title IX Coordinator, Section 504 Coordinator, special education contact, homeless and foster youth liaison, English learner contact, complaint officer, attendance contact, health and safety contact, and emergency communications lead.

7. Budget Consistency and Fiscal Completion

HBMPAA will reconcile all budget summaries, detailed budget worksheets, and monthly cash-flow projections before final submission or board adoption so that enrollment, ADA, revenue,

expenses, net income or loss, reserve levels, staffing FTE, facilities costs, special education assumptions, insurance, grants, fundraising, instruments, uniforms, and start-up expenditures are internally consistent across the petition and exhibits. The governing board will adopt a final budget, fiscal policies, reserve policy, internal controls, procurement procedures, contract approval procedures, credit card and reimbursement rules, segregation-of-duties controls, restricted-fund tracking, asset controls, and audit-readiness procedures before operations begin.

Heartbeat Music & Performing Arts Academy

School Calendar

Exhibit M
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer: _____

Exhibit M: School Calendar

Heartbeat Music & Performing Arts Academy ("HMPAA" or the "Charter School") shall operate an annual school calendar that is aligned with California charter school attendance, apportionment, assessment, and instructional time requirements. The Charter School will offer an 180-instructional-day calendar, which exceeds the minimum 175 instructional days applicable to charter schools for full apportionment purposes, and will ensure that annual instructional minutes meet or exceed the requirements set forth in California Education Code section 47612.5 and applicable California Department of Education attendance accounting guidance.

For planning purposes, the calendar below identifies instructional days, non-instructional days, holiday closures, professional development days, parent conference windows, state assessment windows, winter break, spring break, and summer break. Final dates will be reviewed annually and adopted by the HMPAA governing board before the start of each school year. The Chief Executive Officer or designee may recommend calendar adjustments, provided that any adopted calendar remains compliant with California instructional minute requirements, Title 5 attendance accounting expectations, state assessment participation obligations, and funding conditions administered through the California Department of Education and other applicable state agencies.

Calendar Compliance Assurances

- HMPAA will offer 180 instructional days during the school year.
- The school calendar will be developed to meet or exceed annual instructional minute requirements by grade span, including kindergarten, grades 1–3, grades 4–8, and grades 9–12, as applicable.
- Attendance will be recorded and maintained through written contemporaneous records that support average daily attendance reporting and audit review.
- The calendar will include designated windows for statewide assessments and required student participation consistent with California public school requirements.

- Professional development, parent conferences, performances, and non-instructional days will be scheduled in a manner that does not reduce the required number of instructional days or annual instructional minutes.
- The governing board will approve the final annual calendar before implementation, and any material revision will be presented for board approval or ratification as required by HMPAA policy.

Sample 2027–2028 School Calendar

Calendar Item	Proposed Date(s)	Status / Purpose
Governing Board Calendar Approval	On or before June 2027	Final approval before implementation.
Staff Professional Development / Preparation Days	August 9–13, 2027	Non-instructional staff workdays and required training.
First Day of Instruction	August 16, 2027	Instructional Day 1.
Labor Day Closure	September 6, 2027	School closed.
Fall Parent Conference Window	October 11–15, 2027	Instruction continues; conferences may be scheduled before or after instructional time.
Veterans Day Closure	November 11, 2027	School closed.
Thanksgiving Break	November 22–26, 2027	School closed.
Winter Performances / Community Events	December 13–17, 2027	Instructional week with scheduled performances.
Winter Break	December 20, 2027–January 7, 2028	School closed.
Instruction Resumes	January 10, 2028	Instructional day resumes after winter break.
Martin Luther King Jr. Day Closure	January 17, 2028	School closed.
Presidents' Day Closure	February 21, 2028	School closed.
Spring Parent Conference Window	March 6–10, 2028	Instruction continues; conferences may be scheduled before or after instructional time.
Spring Break	March 27–31, 2028	School closed.

State Assessment Window	April 3–May 12, 2028	State testing window, as applicable by grade level and state testing calendar.
Memorial Day Closure	May 29, 2028	School closed.
End-of-Year Performances / Exhibitions	June 1–8, 2028	Instructional days with scheduled culminating events.
Last Day of Instruction	June 9, 2028	Instructional Day 180, subject to final minute verification.
Summer Enrichment Planning	June 12–23, 2028	Optional planning window; not counted as regular instructional days unless separately approved and compliant.
Summer Break	June 10–August 10, 2028	School closed for regular instruction.

Implementation Notes

The calendar is intended as a planning exhibit and shall be finalized annually after confirming instructional minutes, staffing schedules, facility availability, assessment schedules, required professional learning, and any state or authorizer guidance. If emergency closures, facility interruptions, public health directives, or other operational conditions affect the calendar, HMPAA will amend the calendar as necessary to preserve compliance with instructional day, instructional minute, attendance accounting, and apportionment requirements.

Heartbeat Music & Performing Arts Academy

Bell Schedule

Exhibit N
Compliance-Ready Board Draft

School Year: 2027-2028
Board Approval Date: 08/03/2026
Authorizer:

Bell Schedule and Instructional Minutes

HBMPAA shall operate a California charter school instructional program serving grades 6–8 and grades 9–12. The instructional program will be designed to meet or exceed applicable annual instructional minute requirements, including the minimum instructional minutes required for charter schools as a condition of apportionment under California Education Code section 47612.5 and related California Department of Education attendance accounting guidance. The School will maintain a board-approved school calendar and bell schedule documenting instructional days, daily instructional minutes, annual instructional minutes, professional development days, pupil-free days, minimum days, and any extended learning or enrichment opportunities.

Board-Approved Regular Day Bell Schedule

Time	Activity	Instructional Minute Status	Minutes
8:00 a.m. – 8:50 a.m.	Period 1: Core Academic Instruction	Instructional	50
8:55 a.m. – 9:45 a.m.	Period 2: Core Academic Instruction	Instructional	50
9:45 a.m. – 10:00 a.m.	Nutrition/Recess Break	Non-instructional	0
10:00 a.m. – 10:50 a.m.	Period 3: Core Academic Instruction	Instructional	50
10:55 a.m. – 11:45 a.m.	Period 4: Core Academic Instruction	Instructional	50
11:45 a.m. – 12:15 p.m.	Lunch	Non-instructional	0

12:15 p.m. – 1:05 p.m.	Period 5: Performing Arts / Career Technical Arts Instruction	Instructional	50
1:10 p.m. – 2:00 p.m.	Period 6: Intervention, Advisory, or Elective Instruction	Instructional	50
2:05 p.m. – 3:00 p.m.	Period 7: Academic Support, Performing Arts Lab, or Enrichment	Instructional	55
Total	**Regular Instructional Day**	**Instructional Minutes Counted for ADA/Compliance**	**355**

Annual Instructional Minute Projection

Grade Span Served	California Charter School Minimum Annual Minutes	Projected HBMPAA Regular-Day Minutes	Compliance Status
Grades 6–8	54,000	355 minutes x 175 instructional days = 62,125 minutes	Exceeds minimum by 8,125 minutes
Grades 9–12	64,800	355 minutes x 183 instructional days = 64,965 minutes	Exceeds minimum by 165 minutes

For charter compliance purposes, HBMPAA will adopt a final annual calendar that provides sufficient instructional days and annual instructional minutes for grades 6–8 and grades 9–12. The School will schedule grades 6–8 to meet or exceed 54,000 annual instructional minutes and grades 9–12 to meet or exceed 64,800 annual instructional minutes. The regular-day schedule provides 355 instructional minutes per day, and the final board-approved calendar will be structured to ensure compliance for each grade span. The School will not count lunch, nutrition breaks, passing periods, dismissal, or after-school extracurricular activities toward required instructional minutes unless permitted by applicable law and documented as supervised instructional time.

Extended Performing Arts Practice

Marching band practice may be offered after the regular instructional day from 3:30 p.m. to 6:00 p.m. Participation in marching band practice shall be supervised, aligned to HBMPAA's performing arts program, and administered consistent with student safety, transportation, staffing, and facilities procedures. Unless specifically structured, staffed, and documented as required instructional time, after-school marching band practice will be treated as extracurricular

or enrichment time and will not be relied upon to meet the minimum annual instructional minute requirements.

Compliance Controls and Documentation

Before operations begin and annually thereafter, HBMPAA will maintain written contemporaneous records documenting attendance, instructional minutes, calendar days, board approvals, professional development days, and schedule changes for authorizer review, state compliance, and annual audit purposes. The School will also maintain instrument inventory controls, monthly budget-to-actual reporting, purchasing and asset-control procedures, and an annual audit timeline to support fiscal accountability and compliance with applicable California charter school funding and oversight requirements.

Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 12:02 PM
To: reginald.thompkins@alvordschools.org

September 4, 2026

Allan Mucerino, Superintendent
Alvord Unified School District
9 KPC Parkway
Corona, CA 92879

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Mucerino:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Alvord Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

This notice is provided more than 30 days before the anticipated submission of the countywide charter petition. Education Code section 47605.6(a)(1)(A) and (B) requires that each school district where the petitioner proposes to operate a facility receive at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to that section before the petition is submitted.

Please direct any questions regarding this notice or the proposed countywide charter petition to Tyra Hawthorne at 619-942-0772 or tyrahawthorne@hbmpaa.org.

Attached is the official notification letter for your records.

Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

E: tyrahawthorne@hbmpaa.org
P: (619) 942-0772
W: hbmpaa.org

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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 12:06 PM
To: tdavis@banning.k12.ca.us
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Terrence Davis, Superintendent
Banning Unified School District
161 W. Williams St.
Banning, CA 92220

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Davis:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Banning Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

This notice is provided more than 30 days before the anticipated submission of the countywide charter petition. Education Code section 47605.6(a)(1)(A) and (B) requires that each school district where the petitioner proposes to operate a facility receive at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to that section before the petition is submitted.

Please direct any questions regarding this notice or the proposed countywide charter petition to Tyra Hawthorne at 619-942-0772 or tyrahawthorne@hbmpaa.org.

Attached is the official notification letter for your records.

Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

E: tyrahawthorne@hbmpaa.org
P: (619) 942-0772
W: hbmpaa.org

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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 12:12 PM
To: mkakish@beaumontusd.k12.ca.us
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Mays Kakish, Superintendent
Beaumont Unified School District
350 W. Brookside Ave.
Beaumont, CA 92223

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Kakish:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Beaumont Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

This notice is provided more than 30 days before the anticipated submission of the countywide charter petition. Education Code section 47605.6(a)(1)(A) and (B) requires that each school district where the petitioner proposes to operate a facility receive at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to that section before the petition is submitted.

Please direct any questions regarding this notice or the proposed countywide charter petition to Tyra Hawthorne at 619-942-0772 or tyrahawthorne@hbmpaa.org.

Attached is the official notification letter for your records.

Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

E: tyrahawthorne@hbmpaa.org
P: (619) 942-0772
W: hbmpaa.org

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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 12:15 PM
To: frances.esparza@cvusd.us
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Frances Esparza, Superintendent
Coachella Valley Unified School District
87-225 Church St.
Thermal, CA 92274

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Esparza:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Coachella Valley Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

This notice is provided more than 30 days before the anticipated submission of the countywide charter petition. Education Code section 47605.6(a)(1)(A) and (B) requires that each school district where the petitioner proposes to operate a facility receive at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to that section before the petition is submitted.

Please direct any questions regarding this notice or the proposed countywide charter petition to Tyra Hawthorne at 619-942-0772 or tyrahawthorne@hbmpaa.org.

Attached is the official notification letter for your records.

Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

E: tyrahawthorne@hbmpaa.org
P: (619) 942-0772
W: hbmpaa.org

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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 12:23 PM
To: dalia.gadelmawla@cnusd.k12.ca.us
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Dalia Gadelmawla, Superintendent
Corona-Norco Unified School District
2820 Clark Ave.
Norco, CA 92860

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Dr. Gadelmawla:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Corona-Norco Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

This notice is provided more than 30 days before the anticipated submission of the countywide charter petition. Education Code section 47605.6(a)(1)(A) and (B) requires that each school district where the petitioner proposes to operate a facility receive at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to that section before the petition is submitted.

Please direct any questions regarding this notice or the proposed countywide charter petition to Tyra Hawthorne at 619-942-0772 or tyrahawthorne@hbmpaa.org.

Attached is the official notification letter for your records.

Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

E: tyrahawthorne@hbmpaa.org
P: (619) 942-0772
W: hbmpaa.org

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Corona Norco Unified School District.pdf
264K

Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 12:31 PM
To: gregsackos@eaglemtnschool.com
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Gregory Sackos, Superintendent/Principal
Desert Center Unified School District
1434 Kaiser Rd.
Desert Center, CA 92239

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Sackos:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Desert Center Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Kind Regards,

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Desert Center Unified School District.pdf
264K

Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 12:36 PM
To: WorkingTogether@desertsands.us
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Kelly May-Vollmar, Superintendent
Desert Sands Unified School District
47-950 Dune Palms Rd.
La Quinta, CA 92253

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent May-Vollmar:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Desert Sands Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Attached is the official notification letter for your records.

Kind Regards,

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W: hbmpaa.org

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Desert Sands Unified School District.pdf
265K

Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 2:06 PM
To: cbarrett@hemetusd.org
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 3, 2026

Christi Barrett, Superintendent
Hemet Unified School District
1791 W. Acacia Ave.
Hemet, CA 92545

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Barrett:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Hemet Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Please direct any questions regarding this notice or the proposed countywide charter petition to Tyra Hawthorne at 619-942-0772 or tyrahawthorne@hbmpaa.org.

Attached is the official notification letter for your records.

Kind Regards,

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FOUNDER & CHIEF EXECUTIVE OFFICER

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W: hbmpaa.org

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Hemet Unified School District.pdf
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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 2:07 PM
To: JUSD.Superintendent@jusd.k12.ca.us
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Trenton Hansen, Superintendent
Jurupa Unified School District
4850 Pedley Rd.
Jurupa Valley, CA 92509

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Hansen:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Jurupa Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Attached is the official notification letter for your records.

Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

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W: hbmpaa.org

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Jurupa Unified School District.pdf
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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 2:08 PM
To: ryan.lewis@leusd.k12.ca.us
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Ryan Lewis, Superintendent
Lake Elsinore Unified School District
545 Chaney St.
Lake Elsinore, CA 92530

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Lewis:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Lake Elsinore Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Please direct any questions regarding this notice or the proposed countywide charter petition to Tyra Hawthorne at 619-942-0772 or tyrahawthorne@hbmpaa.org.

Attached is the official notification letter for your records.

Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

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Lake Elsinore Unified School District.pdf
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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 2:08 PM
To: jennifer.root@menifeeusd.org
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Jennifer A. Root, Superintendent
Menifee Union School District
29775 Haun Rd.
Menifee, CA 92586

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Root:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Menifee Union School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Kind Regards,

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Menifee Union School District.pdf
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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 2:09 PM
To: aruvalcaba@mvusd.net
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Alejandro Ruvalcaba, Superintendent
Moreno Valley Unified School District
25634 Alessandro Blvd.
Moreno Valley, CA 92553

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Ruvalcaba:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Moreno Valley Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Please direct any questions regarding this notice or the proposed countywide charter petition to Tyra Hawthorne at 619-942-0772 or tyrahawthorne@hbmpaa.org.

Attached is the official notification letter for your records.

Kind Regards,

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FOUNDER & CHIEF EXECUTIVE OFFICER

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Moreno Valley Unified School District.pdf
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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 2:53 PM
To: wandrus@murrieta.k12.ca.us
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Ward Andrus, Superintendent
Murrieta Valley Unified School District
41870 McAlby Ct.
Murrieta, CA 92562

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Andrus:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Murrieta Valley Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Kind Regards,

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W: hbmpaa.org

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Murrieta Valley Unified School District.pdf
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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 2:54 PM
To: jhuber@nuviewusd.org
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

John Huber, Superintendent
Nuview Union School District
29780 Lakeview Ave.
Nuevo, CA 92567

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Porras:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Nuview Union School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Attached is the official notification letter for your records.

Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

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W: hbmpaa.org

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Nuview Union School District.pdf
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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 2:51 PM
To: officeofsuperintendent@psusd.us
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Marcus Funchess, Superintendent
Palm Springs Unified School District
150 District Center Dr.
Palm Springs, CA 92264

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Funchess:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Palm Springs Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Palm Springs Unified School District.pdf
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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 2:53 PM
To: asmith@pvusd.us
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

April Smith, Superintendent
Palo Verde Unified School District
825 N. Lovekin Blvd.
Blythe, CA 92225

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Smith:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Palo Verde Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Kind Regards,

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FOUNDER & CHIEF EXECUTIVE OFFICER

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Palo Verde Unified School District.pdf
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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 2:52 PM
To: bruce.bivins@perrisesd.org
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Bruce Blvins, Superintendent
Perris Elementary School District
143 E. 1st St.
Perris, CA 92570

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Blvins:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Perris Elementary School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

This notice is provided more than 30 days before the anticipated submission of the countywide charter petition. Education Code section 47605.6(a)(1)(A) and (B) requires that each school district where the petitioner proposes to operate a facility receive at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to that section before the petition is submitted.

Please direct any questions regarding this notice or the proposed countywide charter petition to Tyra Hawthorne at 619-942-0772 or tyrahawthorne@hbmpaa.org.

Attached is the official notification letter for your records.

Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

E: tyrahawthorne@hbmpaa.org
P: (619) 942-0772
W: hbmpaa.org

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Perris Elementary School District.pdf
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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 3:09 PM
To: jose.araux@puhsd.org
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Jose Aruax, Superintendent
Perris Union High School District
155 E. 4th St.
Perris, CA 92570

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Aruax:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Perris Union High School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 3:10 PM
To: sllamas@riversideunified.org
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Jacqueline Perez, Superintendent
Riverside Unified School District
3380 14th St.
Riverside, CA 92501

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Perez:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Riverside Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Kind Regards,

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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 3:16 PM
To: tpainton@romoland.net
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Trevor Painton, Superintendent
Romoland School District
25900 Leon Rd.
Homeland, CA 92548

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Painton:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Romoland School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Please direct any questions regarding this notice or the proposed countywide charter petition to Tyra Hawthorne at 619-942-0772 or tyrahawthorne@hbmpaa.org.

Attached is the official notification letter for your records.

Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

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W: hbmpaa.org

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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 3:15 PM
To: dpyle@sanjacinto.k12.ca.us
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. David Pyle, Superintendent
San Jacinto Unified School District
2045 S. San Jacinto Ave.
San Jacinto, CA 92583

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Pyle:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to San Jacinto Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Attached is the official notification letter for your records.

Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

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W: hbmpaa.org

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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 3:20 PM
To: kvelez@tvusd.us
Cc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Kimberly Velez, Superintendent
Temecula Valley Unified School District
31350 Rancho Vista Rd.
Temecula, CA 92592

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Velez:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Temecula Valley Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Kind Regards,

TYRA HAWTHORNE
FOUNDER & CHIEF EXECUTIVE OFFICER

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W: hbmpaa.org

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Gmail Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

1 message

Tyra Hawthorne <tyrahawthorne@hbmpaa.org> Fri, Sep 4, 2026 at 3:23 PM
To: gamerson@valverde.edu
Bcc: Tyra Hawthorne <tyrahawthorne@hbmpaa.org>

September 4, 2026

Dr. Gordon Amerson, Superintendent
Val Verde Unified School District
975 West Morgan St.
Perris, CA 92571

Re: 30-Day Notice of Intent to Operate a Countywide Charter School Pursuant to Education Code Section 47605.6

Dear Superintendent Amerson:

On behalf of Heartbeat Music & Performing Arts Academy, this letter provides formal notice to Val Verde Unified School District of the petitioner's intent to submit a petition to the Riverside County Board of Education for authorization of a countywide charter school pursuant to California Education Code section 47605.6.

The proposed charter school intends to serve students in Riverside County through a site-based HBCU preparatory performing arts program featuring music, dance, and HBCU-inspired marching band. Heartbeat Music & Performing Arts Academy anticipates opening in the 2027–2028 school year with Grade 6 and building out to serve Grades 6–12 during the proposed charter term of July 1, 2027, through June 30, 2031.

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Attached is the official notification letter for your records.

Kind Regards,

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