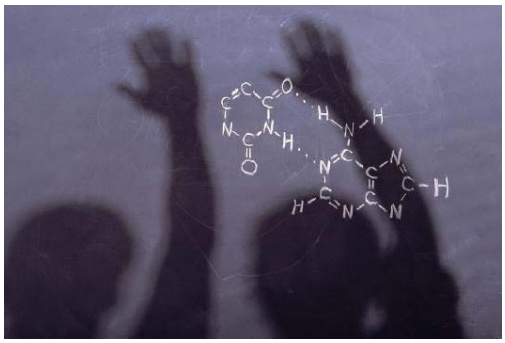
Charter Renewal Petition

Science & Technology Academy

at Knights Landing



Sci-Tech

"For today's children – the first generation to come of age in the new millennium-the future could not be more exciting, complex, and challenging. How can we prepare them for a world that we can hardly imagine? It will be a world with a stabilizing population of 10 to 20 billion people, characterized by global everything – from economics and the environment to health care and communications. Our grandchildren will live to see the next century, perhaps travel to the moon, or even choose to live in space. Almost all of them will have multiple jobs that haven't even been invented yet. Never in history has the time between major changes (of almost everything) been shorter than a generation. Science, mathematics, and technology will be at the center of this radical change – causing it, shaping it, and responding to it. Literacy in science, mathematics, and technology is more important than ever for citizens of the 21st century."

George Nelson
Director, **Project 2061**
Update 2001-2002

For the term July 1, 2015 through June 30, 2020

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APPENDICES

CHARTER OF THE

SCIENCE AND TECHNOLOGY ACADEMY AT KNIGHTS LANDING

A CALIFORNIA PUBLIC CHARTER SCHOOL

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish the following:

a) Improve pupil learning

b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving

c) Encourage the use of different and innovative teaching methods

d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

e) Provide parents and pupils with expanded choice in the types of educational opportunities that are available within the public system

f) Hold the schools established under this part accountable for meeting measurable pupils outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems

g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

The Charter Schools Act (the "Act") (Education Code Section 47600, *et seq.*) requires each charter school to have a "charter" that outlines at least the sixteen (16) required elements of the Act. The following provisions of this charter align with the requirements of Education Code Section 47605.

AFFIRMATIONS/ASSURANCES

Science & Technology Academy at Knights Landing ("Sci-Tech" or the "Charter School") will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of the Sci-Tech purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend Sci-Tech, and who submit a timely application; unless Sci-Tech receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that all teachers in Sci-Tech hold a valid Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding its educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION

The Science & Technology Academy at Knights Landing is a fairly young school, as we are only in our fourth year of operation. Yet, our story is somewhat older and more interesting.

Sci-Tech is located in the small town of Knights Landing, a rural town of approximately 958 residents. Knights Landing is on the Sacramento River, almost eleven miles from the city of Woodland, yet remains part of the Woodland Joint Unified School District ("WJUSD" or the "District"). This is a community with a long history of farming and agriculture. Approximately sixty-five percent of the population is Hispanic or Latino, with many families working on or involved with local farming.

Our school is located on the site that was previously Grafton Elementary. The WJUSD Board of Trustees voted to close Grafton Elementary at the end of the 2008-09 school year. This was a time of drastic funding shortfalls. Due to Grafton Elementary's small size (an enrollment of only 115 students) the decision was made to close the school and bus the students to Woodland to save money. However, the school had also struggled academically for many years, with a state ranking in the bottom 10 percent, first falling under federal sanctions and then state sanctions. Many in the community felt this was the true reason for the closure. In the years leading up to the Grafton Elementary closure, many families with the economic resources to move their children to other more successful schools, did so.

Whatever the justification for closure was, the community was left with an empty school in the center of its town. All that remained was a small Mexican restaurant, two gas stations and a tiny convenience store. Grafton Elementary, the heart of the town, was closed and there was a hole. The community was angry with the school's closure and felt betrayed by the District. Many families chose to leave the District entirely and moved their children to an elementary school in an adjoining district.

The current superintendent of WJUSD began her tenure at the end of this process: not being a part of the decision to close, but feeling the wrath of the community, she vowed to do something to help. Her first step was to gather a large group of individuals from various backgrounds into a "think tank" to generate ideas. The only glitch was that whatever idea was to be chosen could not cost the District any money, as the school had been closed due to budget issues.

As the enormity of the task became more and more apparent, the group grew smaller and smaller. At the end, Barbara Herms and Maria Martinez remained – with an idea for a charter school. If they could get a charter petition approved, then they could apply for federal funding to open the Charter School. Their primary goal was to give the community back an elementary school, a school they could feel proud of and want to send their children to. However, they also had another goal: to open a school with a different approach to teaching and learning. The District had been in Program Improvement for several years. At a majority of the elementary

schools, Grafton Elementary included, the focus had been on Language Arts and Math (taught from state approved and adopted textbooks) and not much else. Gone were the days of field trips, art, science, or social science.

The goal grew. It became a mission to open a school focused on science thematic teaching. The vision became to open a school where hands-on learning, language acquisition, inquiry, exploration, and a love of learning were nurtured and celebrated. This would be a school where children, many from minority groups and disadvantaged backgrounds, would be exposed to a type of education that would not only open their eyes to the possibilities ahead, but socially and academically prepare them to move forward with confidence.

Has it worked? It is a work in progress. Grafton Elementary's Academic Performance Index ("API") for 2009 was 696. Sci-Tech's API for the past three years has been; 812, 857, and 860. Our attendance rates are high. Last year we redesignated 44% of our English Learners. Our current enrollment is 250 students, with a substantial waiting list.

However, winning the community back is taking time. We have done a lot of community outreach, inviting community members to various events on our site. We have an open-door policy for families and visitors. We have changed our admission policies to give a preference to families within a five mile radius. Slowly, families are coming to trust us and bring their children back to our school. And when those children get on a bus for a field trip to the Exploratorium in San Francisco, or dissect a cow's eyeball for the first time, or use a laptop computer to design a piece of artwork for our annual Art Night, their eyes light up and you can see new possibilities in their future. Sci-Tech is a different school than the old Grafton Elementary. Our students see it, our parents see it, and our teachers and district administrators see it. We believe the heart of Knights Landing is beating again, stronger than ever, and it is Sci-Tech.

Charter Renewal

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

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

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

Year	API Growth Score	API Growth Target	Actual Growth	Met Growth Target Schoolwide and Subgroups

2013	860	A	+4	Yes
2012	857	A	+45	Yes
2011	812	B	B	N/A

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

Year	Statewide Ranking
2012	7
2011	6

Therefore, the Charter School has exceeded the minimum criteria for renewal by meeting two of the three of the possible criteria.

OUR ACCOMPLISHMENTS TO DATE

- Steadily increasing API score: 812, 857, 860
- District award for highest percentage of redesignated English Learner ("EL") students
- Invited to apply for a California Distinguished School Award
- Increasing enrollment through the years, with a waiting list
- Positive program review by the Charter Schools Development Center
- Highly engaged students
- Renewed community pride in the Charter School
- High degree of parent participation
- Development of: Parent-Teacher Organization ("PTO"), English Learner Advisory Committee ("ELAC"), Site Advisory Council, Student Council
- Successful development of Summer Science Camp
- Community building among students, staff, and parents
- Reading Buddies and Technology Buddies between classrooms
- Yearly all-school field trip to places like The California Academy of Science, Exploratorium, Lawrence Hall of Science
- Ball wall built by Luna Vista Rotary
- Garden constructed by Davis Community Faith Organization
- Development of Instrumental Music Program grades 4-6
- Annual Science Fair with every student participating
- Big Science Friday held each month
- Art incorporated across the curriculum
- Fiscally sound, no audit exceptions
- Teachers are excited and engaged, so there is buy-in
- Inclusive of ALL students, several special needs students very successful in our program
- Low percentage of suspensions, and no expulsions
- Annual Art Show and Progressive Dinner each December
- Fourth Grade participation in Environmental Living Programs at Sutter's Fort and Fort Ross
- Sixth Grade Science Camp Week each year at Alliance Redwoods

EDUCATIONAL PHILOSOPHY AND PROGRAM

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

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

MISSION STATEMENT

The mission of the *Science and Technology Academy at Knights Landing* is to inspire learning, curiosity, and problem-solving with a focus on science and technology to produce students prepared to lead and contribute in the ever-changing 21st century world.

Sci-Tech is a **site-based program** located at 9544 Mill Street in Knights Landing, Yolo County. Sci-Tech provides rigorous academic and behavioral support for students to become self-motivated, competent, lifelong learners and also helps students to develop a sense of responsibility, increased self-esteem, improved relationships with family and friends, and a healthy lifestyle.

VISION STATEMENT

The *Science and Technology Academy at Knights Landing* strives to be a model in elementary education through the innovative use of science, mathematics and technology as the foundation for a rigorous and exciting multidisciplinary learning experience for all students. It will become a model through innovative pedagogy, active learning, relevancy in lessons, and connections/relationships with students and families.

This will be achieved through the following:

- Establishing Charter School operations and instructional practices that value diverse learning styles and provide rich experiences for all learners.
- Maintaining strong and effective leadership, along with dedicated and highly-trained teachers and staff.
- Collaboration between parents, teachers, and professional staff from the Charter School's partner organizations.

- Designing and implementing an innovative, learner-centered curriculum based on current research, and state and national education standards.
- Researching, developing, and advancing best practices for engaging students and parents, training teachers, and promoting educational excellence and innovation.

STUDENTS TO BE SERVED

Sci-Tech will continue to serve students from all social and economic groups within Woodland Joint Unified School District and beyond. The Charter School will serve students in grades K-6, with an option to develop grades 7-8. Sci-Tech will also continue to seek out families who want an inquiry approach for their children, focusing on mastery of science, technology, literacy and mathematics skills and leading students to more independent project work. Sci-Tech will continue to attract students from private and public schools and home schooling programs interested in, and needing, a personalized learning environment and plan. Each student deserves and demands a learning environment which meets individual needs and guarantees continually strives for success.

Sci-Tech is open to enrollment of any student; however, because of the location of the Charter School in Knights Landing, in a rural area of Yolo County, we have focused efforts on recruiting applications and consequently aim to have a high percentage of our students from the Knights Landing area. The only public school in Knights Landing closed in June 2009, requiring local students to travel between 8 and 15 miles to get to school each day. Rather than bus their children to Plainfield Elementary, many parents chose to enroll their children at Robbins Elementary in Sutter County. However, since the opening of Sci-Tech, many local parents have expressed a desire to return to their local school in Knights Landing. The table below illustrates the number of Knights Landing students choosing to attend school at Sci-Tech.

School Year	2010-11	2011-12	2012-13	2013-14	2014-15 (accepted)
Students from Knights Landing	22	28	46	57	66

HOW LEARNING BEST OCCURS

Learning best occurs when engagement and motivation are high and stress is low; when the following **conditions to support learning** are present:

- Student interest is stimulated by challenging and interesting problems;
- Students are encouraged to seek solutions and answers and apply them to real world situations rather than memorizing ideas, concepts or facts;
- The relationship between student and teacher is based on trust, mutual respect, and the facilitation of problem solving;
- The relationship between students is one of mutual support and cooperation to reach common goals rather than simply friendship or competition;
- Individual content objectives or standards are woven into projects that combine learning across disciplines;
- Skills or ideas are not taught as isolated single visit concepts, but rather as a sequence of knowledge that builds to greater understanding and depth—what is learned in one unit is applied in subsequent units;
- Technology serves to further the inquiry and knowledge of content area studies rather than as an end objective itself;
- There is a close tie between current coursework and future goals; and
- The environment is supportive, caring, and safe.

Years of educational research on pedagogy, curriculum, and instructional methods are now being combined with the emerging fields of brain research and neuropsychology and applied to educational processes to point educators in the direction of the best practices that support learning. In building the program at Sci-Tech, the founding group settled on four major ideas, or themes, that drive the Charter School. These major themes are called the ***Cornerstones***, and they include the following:

1) The use of science curriculum to drive teaching and learning of all other core areas;
2) The use of inquiry-based instruction to foster curiosity and develop problem solving skills;
3) The infusion of technology into the students' everyday learning experiences; and
4) The focus on creating a supportive and encouraging environment through relationships and community building among students, staff, parents, and community members.

Sci-Tech's educational program is distinct from other schools and programs in the region because we are building on these four cornerstones to ensure a solid foundation for our students. The chart on the following page links the **conditions to support learning** described above with the cornerstones of Sci-Tech's approach.

Conditions to Support Learning	*Sci-Tech* Cornerstones
Student learning is stimulated by problems that are novel, challenging, and connected to student interest.	Cornerstone #2 and #4– The inquiry model for instructional planning addresses this component directly as does creating a supportive and encouraging environment where students feel safe taking chances and exploring new ideas.
Student learning is more successful when students are asked to apply the concepts they are learning to real world situations rather than asked to memorize ideas or facts, and there is a close tie between current coursework and future goals.	Cornerstones #1 and #2 – The science-based curriculum lends itself to the investigation of real-world problems and the inquiry method of instruction frames learning activities as problems to be solved rather than a set of information to be consumed.
Student learning is more able to take place in the context of warm, supportive relationships that include their peers, their parents, their teachers, and other important adults in the community.	Cornerstone #4 – Sci-Tech's focus on building a supportive and encouraging environment allows students the freedom to confidently explore new ideas and develop new knowledge.
Student learning is more meaningful when educators are able to weave individual content objectives or standards into projects that create interdisciplinary learning.	Cornerstones #1 and #2 – The planning process for teachers will be based on interdisciplinary learning objectives for students, and the inquiry method of instruction provides the vehicle through projects which investigate central questions.
Student learning is furthered by the use of technology when technology is used to move the inquiry forward and expand students' knowledge base rather than as an end objective.	Cornerstone #3 – Sci-Tech views technology as an enormous resource to be woven into the student learning experience as a way to access information, interpret the information in the context of the lesson, and disseminate the learning to a wider audience.

Building the Solid Foundation

CORNERSTONE #1 – Science curriculum drives teaching and learning

Sci-Tech curriculum involves an integrated, inquiry-based curriculum closely aligned with Common Core State Standards ("CCSS") in the areas of science, math, language arts, and social studies. Science, math, and the use of technology are thoroughly integrated across all curricular areas.

The courses of study developed for the Charter School are intellectually stimulating, relevant, challenging, and taught through an interdisciplinary approach. Based on current research on how students learn, this approach reinforces brain-based learning. It has been demonstrated that students are better able to retain information when curriculum is presented in an integrated setting rather than in isolation.

Students gain valuable information and insights from:

- engaging in hands-on science and mathematics related activities;
- observing and interacting with various exhibits during numerous field trips
- interpreting data presented in pictures, maps, graphs, and diagrams;
- exhibit-building as an effective means of integrating language arts, science, technology, and math.

Prominent in the instructional program will be the process skills of science which strongly support literacy comprehension:

- *observing* – watching carefully, taking notes, comparing, and contrasting;
- *questioning* – asking questions about observations and questions that can lead to investigations;
- *hypothesizing* – providing explanations consistent with available observations;
- *predicting* – suggesting an event in the future, based on observations;
- *investigating* – planning, measuring, gathering data, controlling variables;
- *interpreting* – synthesizing, drawing conclusions, seeing patterns; and
- *communicating* – informing others using a variety of means: verbal, written, representational (visual, etc.)

Sci-Tech staff offer their expertise in selecting appropriate curriculum materials; materials which are rigorous, engaging, and culturally and linguistically responsive to the needs of students. Recommended Common Core materials and primary sources will be used for instruction as much as possible.

Elementary school students are innately curious about the natural world. Research shows that teaching science is an effective strategy to stimulate and reinforce reading, writing, math, and thinking skills. Current curricular practices tend to overlook the importance of motivation as a factor in student achievement. Sleeter ("Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness", *Journal of Teacher Education* 52(2): 94-106.2001) asserted that motivational factors play an even larger role in communities that are composed of culturally and linguistically diverse and poorer populations. He observed that students in these settings feel isolated, become disengaged, and drop out of school at an alarming rate. Teaching practices must evolve so that teachers structure learning to actively engage students, enhance motivation, and promote learning.

As John Dewey (*Experience and Education* (1938)) said long ago, when learners are actively engaged in learning, rather than passively receiving knowledge from experts, comprehension of content occurs because students can demonstrate conceptual understanding.

All students bring with them to school cultural and linguistic resources that can be valuable in the learning process. However, in traditional classroom settings, these resources may not be easily recognized or shared during lessons where students are engaged in scientific inquiry there are more opportunities to share knowledge and questions. These types of concrete experiences build the basis for more complex language development. When students can relate

prior knowledge and experiences to current experimentation, science learning becomes meaningful and motivating. Providing opportunities for exploration and inquiry promotes curiosity, which in turn motivates additional inquiry. Students want to learn more.

Hands-on activities are recommended by educators as a way to increase student motivation and are consistent with motivational theory which promotes opportunities for active learning. Motivational practices are likely to have positive effects on students' knowledge acquisition, conceptual development, and behaviors. For example, when students are motivated by the subject, they are more likely to focus on the task, master the vocabulary involved, and achieve better comprehension. Success in one area of the curriculum may lead to more risk-taking and positive attitudes toward other subjects. In other words, motivational practices such as **integrating science and literacy**, and **providing 'hands-on' interactive experiences** may have influence on *all* aspects of student learning. In fact, although science instruction is often ignored for students from diverse languages and cultures, hands-on and inquiry-based science instruction as described above can be a powerful tool to teach English language and literacy in the context of learning science. Eventually, English Learners understand science concepts, engage in science inquiry, and participate in science discourse, while also mastering English as a new language.

The Relationship between Reading and Science Process Skills

There is a significant body of research that indicates a strong experienced-based science program, one in which students directly manipulate materials, can facilitate the development of language arts skills. While the integration of science and language arts can help teachers address learning standards in both subject areas in a more efficient and creative way, it can also have a profound effect on student motivation and achievement. Research also provides a strong argument that the active study of science helps children develop logical thinking, language, and reading competencies. Science instruction provides an alternative teaching strategy that motivates students who may have reading difficulties. Science can provide the 'hook' to draw students in and keep them engaged while learning. When students are actively engaged, exploring, and investigating, they are more open to new concepts. Linking reading and writing to the teaching of science helps students clarify ideas, making the learning more meaningful and motivational for the individual.

The reading of scientific materials is motivating for many students as they share a natural curiosity about the world. Many children learn to read because they want to learn about dinosaurs, spiders, or sharks. With an integrated approach to the teaching of science and literacy, students are exposed to a wider variety of printed materials than are typically used to teach language arts. Textbooks, trade books, websites, and articles serve as reference points for further inquiry. Students whose interest was sparked during active inquiry are motivated to look for additional information in a variety of printed formats.

Reading comprehension is another skill that is critical to student success beyond the third grade. The ultimate goal of reading is to gain meaning from text; however, this is an intricate process that develops over time with much practice and instruction. Inquiry-based science teaching supports the development of reading skills as students develop classification skills, verbal communication skills, and positive attitudes toward science. Using inquiry-based science as a tool to develop reading comprehension serves to motivate students by doing activities, as well as reading about them. Students are motivated to read procedures, and additional detailed information, about science activities they find engaging.

Research about the link between science and reading comprehension illustrates that reading skill development stems from language and logic development which comes after concepts are formed from repeated encounters with objects and events through science activities. Science and reading complement each other well because of the similarities between reading skills and science process skills. The similarities of the skills in both subject areas make them natural partners for integration. Recognizing the similarities between the goals of both science and literacy instruction can make it easier for teachers to see the possibilities of meeting the academic standards in both through integration (Royce & Wiley, "A Common Ground: The Rationale for Integrating Science and Reading," 2005).

Integration of Math and Science

The integration across the curriculum of the basic computational skills, conceptual understanding, and problem solving skills inherent in mathematics, is a key goal of Sci-Tech. Through this integration, math quantifies science and science provides meaningful context for math.

Aligning to the California Science Framework

The *Science Framework for California Public Schools (K-12)* documents the "Guiding Principles" which form the basis of an effective science program. Sci-Tech will establish and maintain the highest quality educational program for our student population by adhering to these principals. Sci-Tech's science programs will:

- Be based on CCSS and use CCSS-based instructional materials.
- Develop students' command of the academic language of science used in the CCSS.
- Reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct instruction and reading.
- Use multiple instructional strategies and provide students with multiple opportunities to master the CCSS.
- Include continual assessment of students' knowledge and understanding, with appropriate adjustments being made during the academic year.
- Continually engage all students in learning and prepare and motivate students for further instruction in science.

- Use technology to teach students, assess their knowledge, develop information resources, and enhance computer literacy.
- Have adequate instructional resources as well as library-media and administrative

support.
- Use CCSS-based connections with other core subjects to reinforce science teaching and learning.

Aligning to the California Mathematics Framework

The *Mathematics Framework for California Public Schools (K-12)* sets forth what are considered "Key Components of an Effective Mathematics Program," as summarized below:

I. **Assessment** – Assessment should be the basis for instruction, and different types of assessment interact with the other components of an effective mathematics program.

II. **Instruction** – The quality of instruction is the single most important component of an effective mathematics program. Teachers should possess an in-depth understanding of the CCSS, select research-based instructional strategies, organize instruction around CCSS, and use assessment to guide instruction.

III. **Instructional Time** – Adequate time (50-60 minutes daily, extended through homework) must be allocated to mathematics and protected from interruptions; students are *active* participants during this time, engaged in thinking about mathematics or doing mathematics.

IV. **Instructional Resources** – All teachers need high-quality instructional resources that are well-designed, organized sequentially and logically, and aligned with grade-level standards.

V. **Instructional Grouping and Scheduling** – Grouping and scheduling are tools that educators can use to improve learning. Grouping students according to their instructional needs improves student achievement (Benbow & Stanley, 1996).

VI. **Classroom Management** – Actively engaged students find fewer opportunities for inappropriate behavior. Academic and social expectations are clearly understood by teachers and students alike, and academic expectations relate directly to the CCSS.

VII. **Professional Development** – The preparation of teachers and support for their continuing professional development is critical. Teachers must receive excellent pre-service training, be knowledgeable about mathematics content, and be able to use a wide variety of instructional strategies. Staff development is a long-term, planned investment. Teachers are given time and opportunities to work together to plan mathematics instruction.

VIII. **Administrative Practices** – Administrators can help teachers maintain a focus on high-quality instruction by making math achievement one of the highest priorities, setting long-and short-term goals for the program and the teachers, and supporting the determination that all students will meet or exceed the mathematics CCSS.

IX. **Community Involvement –** Mathematics education is everybody's business. Parents, community members, and business and industry can all make significant contributions. Parents are encouraged to be involved in education and are assisted in supporting their children's learning in mathematics.

Sci-Tech will be rich in student-teacher starting points for science inquiry and will include short and long-term investigations into various fields of science both in and out of the classroom, using the rich resources of our various partners. These investigations will represent new starting points to be shared and experienced by everyone. Natural connections among inquiries will be encouraged and developed with teachers helping students unify and expand the science experiences they encounter.
Teachers and students will develop projects that can be shared and exhibited in the WJUSD schools and office, and in the Charter School library/media center. These projects will represent a spectrum of science and investigations that use critical thinking and creative problem-solving skills while integrating language arts, math, and technology.

CORNERSTONE #2 – Inquiry-based instruction
Curiosity, a desire to comprehend the natural world, drives the curriculum in an inquiry-based classroom. Students are not waiting for the teacher or the textbook to answer their questions; with inquiry, students are actively involved in designing and conducting experiments and conducting their own research in order to answer their questions. The classroom teacher uses the CCSS to create a starting point, or launch, for inquiry. That launch may be based on an activity, book, field trip, discrepant event, artifact, or any other stimulus that gets the students wondering about a topic. From there the class generates questions. Questions that are meaningful, accessible, and testable are the beginning of real inquiry.
The standard for Investigation and Experimentation in the Science CCSS is the only standard that keeps the same wording at every grade level from kindergarten through high school.

The National Science Education Standards also emphasize inquiry:

> *"Inquiry into authentic questions generated from student experiences is the central strategy for teaching science."*
>
> *"Science teaching must involve students in inquiry oriented investigations in which they interact with their teachers and peers."*
>
> *"The standards rest on the premise that science is an active process. Learning science is something that students do, not something that is done to them. "Hands-on" activities, while essential, are not enough. Students must have "minds-on" experiences as well."*

The **Center for Inquiry-Based Learning (CIBL)** at Duke University gives us the following description of *Inquiry:*

> "*Inquiry-Based Teaching is the art of creating situations in which students take the role of scientists. In these situations, students take the initiative to observe and question phenomena; pose explanations of what they see; devise and conduct tests to support or contradict their theories; analyze data; draw conclusions from experimental data; design and build models; or any combination of these. These learning situations are open-ended in that they do not aim to achieve a single "right" answer. Nevertheless, students work under clear standards. They learn to*

observe keenly and thoroughly and to pose questions that are answerable, in part or in whole, through some meaningful test or exploration. They engage through trial and error, and they learn to analyze and reason carefully.

- **Inquiry is asking questions.** But not just any questions, good questions. Questions that are accessible. Questions that can be answered in part or in whole. Questions that lead to meaningful tests and explorations.
- **Inquiry is the art and science of asking answerable questions.** It involves observation and measurement, hypothesizing and interpreting, model-building and model-testing. It requires experimentation, reflection, and the recognition of the strengths and weaknesses of its own methods.
- **During inquiry, a teacher may pose a question or guide students into posing their own questions.** These questions are often open-ended, offering students the opportunity to direct their own investigations and find their own answers (not just the one *right* answer), and in all likelihood, they lead to *more* questions.
- **Inquiry is what scientists do.** They usually do it in a formal and systematic way, and in the process, contribute to the collective body of information we call knowledge.
- **In experiencing science as inquiry, students learn how to be scientists.** Thus, students learn more than just a body of concepts and facts, they learn the processes involved in establishing those concepts and facts.
- **Inquiry provides students with concrete, active learning experiences.** Students take the initiative. They develop problem-solving, decision-making, and research skills that enable them to become lifelong learners.
- **Inquiry allows students at different developmental stages to work on similar problems and even collaborate in finding solutions to those problems.** Each student gets to bring his or her own special talents into play.
- **Inquiry allows the integration of multiple disciplines.** As students explore, they will tend to ask questions that will involve science and math, social studies and language arts, technical and artistic skills.
- **Inquiry involves communication.** Students must ask coherent, meaningful questions. And they should report their results, orally or in writing. In this way, they both teach and learn from each other.
- **Inquiry allows teachers to learn about their students – who they are, what they know, how their minds work.** These insights will enable teachers to be more effective facilitators in their students' pursuit of knowledge.
- **When using inquiry, teachers must bite their tongues.** Too many hints, too many questions, and too many answers take all the learning out of the process. And all the fun, too.
- **Inquiry requires students to take responsibility for their own education."**

CORNERSTONE #3 –Infusion of technology

Sci-Tech recognizes that access to and utilization of technology is essential to preparing students for secondary and post-secondary education as well as for productive placement in the business and professional world. We realize as well that access to internet for low-income families, and for their school-age children, is often limited. To this end, a comprehensive

Technology Plan will be developed to include the following:

- Acquisition of appropriate software, hardware, and routing access to the internet;
- A management plan that will encourage daily access to computers;
- Course competencies in computer literacy;
- Utilization of technologically advanced software to supplement the curriculum and promote the practice of higher-level thinking skills;
- Students using school web pages and weblogs to communicate their learning, draft reports and presentations, and publish their inquiries and results.
- Parent access to literacy courses and a management plan to promote home-based use of technology in order to strengthen the role of parents in homework assistance and class work skill reinforcement; and
- Appropriate safeguards to ensure access to educational information only.

CORNERSTONE #4 – Creating a supportive and encouraging environment

Sci-Tech recognizes the importance of students feeling safe in their learning environment. In order to take chances and push beyond what is traditionally expected, an environment of trust and an established value in risk taking must be developed. To that end, Sci-Tech places a huge emphasis on the development of school culture and nurtures relationships between students, parents, teachers, and community members.

The staff at Sci-Tech actively promote:

- Class meetings as a venue for developing communication, respect, and trust among peers
- Cross-age activities such as Reading Buddies, Technology Buddies, Big Science Fridays, and Whole-school field trips
- Parent involvement in the Charter School and on the campus
- An “open-door” policy in classrooms and the Charter School office
- Older students embracing the responsibility of being role models for younger students
- Shared responsibility for taking pride in our campus

PUTTING IT ALL TOGETHER – A Snapshot of How the Cornerstones Combine

The process of designing and delivering instruction is at the heart of Sci-Tech’s academic program. Teachers undertake collaborative planning amongst themselves as well as with a diverse set of stakeholders that include community partners and the students themselves. Teachers begin the process by identifying key standards for the upcoming unit and working to braid together complementary standards from across the disciplines.

For example, a teacher working in a lower grade multi-age setting (K-2) decides to integrate science, reading comprehension, and math CCSS for her upcoming unit. She begins with the science CCSS, and chooses the life science strand as the focus for her students. Specifically, she takes a look at the way the science standard threads from Kindergarten to Second grade. At

Kindergarten, students are expected to know that different types of plants and animals inhabit the Earth. At first grade, students are expected to understand that different plants and animals meet their needs in different ways. At second grade, students need to understand that plants and animals have predictable life cycles. After laying them side by side, she decides that this concept will lend itself to a project on how birds move through our area during their migration along the Pacific flyway. Community partners she initially identifies to support the project include the UC Davis Raptor Center, the California Department of Fish and Wildlife, Yolo Basin Foundation, Cache Creek Conservancy, and the UC Davis Avian Sciences department.

For reading comprehension, she decides that the unit will address the CCSS which ask students to comprehend and analyze grade-level-appropriate text. At the kindergarten level, this looks like students being able to ask and answer questions about grade-level text; at first grade, this looks like students being able to answer *who, what, when, where, and why* questions; and at second grade this looks like students being able to ask clarifying questions about the essential elements of exposition (*why, what if, and how).*

As she looks at the math CCSS, the CCSS for statistics, data analysis, and probability jump out as the CCSS which best match her upcoming project. At the kindergarten level, students are asked to collect information about objects in their environment. Specifically, they are asked to pose questions, collect data, and report the results. At the first grade level, students are asked to organize, represent, and record data. Specifically, they are asked to represent and compare data by using pictures, bar graphs, tally charts, and picture graphs. Finally, at the second grade level students are asked to collect numerical data and record, organize, display and interpret the data on bar graphs and other representations. Specifically, they are asked to record data in systematic ways and represent the same data set in more than one way (e.g., bar graphs and tallies.).

As her final step, she considers the technological components of her upcoming unit. She identifies web sites that will be appropriate for her students to collect information about the Pacific Flyway in general and the birds of Northern California specifically. She decides that she will ask students to use graphic organizer software to sort and classify birds which reside year-round in Northern California and those that pass through while migrating. She also decides that she will have students use a class weblog to post their pre-unit questions and predictions, the data they collect during the unit, and their final reflections about learning. Since typing presents a challenge to students, she decides that she will use Dragon voice recognition software so students can dictate their thoughts/questions and then drop them into the weblog without wasting the instructional time that would be needed for students to keyboard. In order to collect data in a manageable way, she also decides that she will use a webcam to film an area on campus the class will set up with bird feeders. The webcam images will be hosted on the class weblog in real time, and students will review the video daily to tally up the birds that show up. Students will create a culminating project that answers their initial questions and demonstrates their mastery of the CCSS using both Microsoft Excel for graphing and presentation software such as Microsoft PowerPoint or Apple's Keystone. The final projects will be published to the class weblog.

While this is only one example, this type of integration will be the norm for teachers at Sci-Tech. Students will always have the opportunity to access important CCSS, interpret them through authentic hands-on experiences, produce artifacts that demonstrate their understanding, and disseminate them to the community at large using technology as a vehicle.

It is also important to note that this type of planning and instruction is supported by the work of Robert Marzano, who has identified nine key elements of instruction; eight of them are represented in this short example. The chart below shows that alignment.

Marzano's Element	Instructional Component	Technological Component
Identifying Similarities and Differences	Before the unit – Students identify what they know about the similarities and differences in birds During the unit – Students sort and classify permanent resident birds and migratory resident birds After the unit – Students identify which of their predictions were confirmed and which were unconfirmed	Before the unit – Students post their predictions and current assumed knowledge to their weblog page. During the unit – Students use the internet and graphic organizer software to sort and classify After the unit – Students use their weblog to post their final projects and go back to their initial predictions to confirm or deny their accuracy.
Reinforcing effort and providing recognition	Students will receive positive and corrective feedback throughout the unit on the work they produce.	Students will use their weblog to document their efforts to collect data and then present their findings in the form of a presentation using presentation software.
Homework and practice	Students will practice the targeted reading comprehension skills as they build their background knowledge. They will demonstrate their proficiency with the targeted math CCSS through data collection and presentation.	Students will use a variety of informational resources (both print and technological) to enhance what they know about the topic. As they move through the unit, they will use their weblog page to share their learning and also to demonstrate their data collection activities on a daily basis. This will require the use of Microsoft Excel in addition to the weblog site.
Nonlinguistic representations	Students will use graphic organizers to sort and classify as well as charts and graphs to share data.	Graphic organizer software as well as Microsoft Excel will allow students to demonstrate their knowledge

Marzano's Element	Instructional Component	Technological Component
Cooperative Learning	Students will work together in multi-age groups in order to complete their project. Research, data collection, and presentation tasks will be shared between students.	Students will take turns updating the weblog page and work together to decide on the best ways to disseminate information through presentations.
Setting Objectives and providing feedback	Students will be provided information about the learning objectives at the beginning of the unit and they will receive feedback from their teacher on their progress as they move through the unit.	Students will be able to receive feedback from experts in the field as well as other students in the form of comments on their weblogs
Generating and testing hypothesis	Students will generate hypotheses at the beginning of this unit and check their daily data collection against their hypotheses.	The records of data collection and student thoughts about how that impacts the validity of their hypotheses will be posted to the weblog pages on a regular basis.
Questions, cues, and advance organizers.	The teacher's work with students in this area will come before the unit begins. She can identify what students know to be true and what they believe to be true as well as set the stage for the learning to occur.	Students will have the opportunity to post their questions before the unit begins on their weblog page. Their continued posts across the course of the unit of study will demonstrate how their learning is unfolding.

What Does It Mean to be an Educated Person in the 21st Century?

> *"For today's children – the first generation to come of age in the new millennium – the future could not be more exciting, complex, and challenging. How can we prepare them for a world that we can hardly imagine? It will be a world with a stabilizing population of 10 to 20 billion people, characterized by global everything – from economics and the environment to health care and communications. Our grandchildren will live to see the next century, perhaps travel to the moon, or even choose to live in space. Almost all of them will have multiple jobs that haven't even been invented yet. Never in history has the time between major changes (of almost everything) been shorter than a generation. Science, mathematics, and technology will be at the center of this radical change – causing it, shaping it, and responding to it. Literacy in science, mathematics, and technology is more important than ever for citizens of the 21st century."*
>
> George Nelson
> Director, Project 2061
> Update 2001-2002

An educated person shows an understanding of science that makes it possible to share in the richness and excitement of comprehending the natural world. Scientific literacy enables a person to use scientific principles and processes in making personal and public decisions and to participate in discussions of scientific issues that affect society. A sound grounding in science strengthens many of the skills that people use every day, like solving problems creatively, thinking critically, working cooperatively, using technology effectively, and valuing learning. In addition, the educated person demonstrates knowledge of the arts, cultures, literature, history, social sciences, mathematics, and technology. An educated person in the 21st Century must be an effective communicator in face-to-face *and* virtual settings, using technologies that are presently available and those that have not yet been invented. Quantitative reasoning, logic, problem solving, research, and independent study have been integral parts of this person's educational background. (S)he values friendship, responsibility, cultural diversity, respect for self and others, and a satisfying quality of life.

CURRICULUM AND INSTRUCTIONAL DESIGN

The Educational Program

Educational program at Sci-Tech addresses the basic issues of how children think and learn. Curriculum content is grounded in realistic expectations of students' capabilities according to their age and abilities. Students have a safe and enriched environment (in both language and materials) that promotes new ways of thinking and makes connections with their real world, in context. The Charter School promotes meaningful learning that is centered on questioning, thinking, content and is process-oriented.

The following outlines some of the reasons students and families choose to attend and are successful at Sci-Tech:

Sci-Tech holds high expectations (rigor) of academic success for students and provides instructional support that comes from a research-supported curricular program. Students at Sci-Tech own their learning process by constantly monitoring their own academic story of success. Several methods track student progress including the use of student portfolios and e-portfolios with writing samples, project work, and standardized test results which inform the adjustment of **personalized learning plans ("PLP")** to meet the needs of each student.

Sci-Tech provides students with the knowledge, skills, and power to master learning of personal interest (relevance), with an impact on the community. Students at Sci-Tech work through a series of projects, beginning with teacher-directed projects; moving toward collaborative projects where teachers and students design the project together; and finally developing the independence for students to design and pursue their own mini-projects by the 5th and 6th grades The design of the curriculum is planned backwards from this goal: having mastered foundational skills in literacy and math, students will design and implement projects focused on science and technology with the guidance of teachers.

PLAN FOR DIVERSE LEARNERS

One of the realities of working with children in general and public education specifically is that students arrive with a variety of skill levels and background experiences. Sci-Tech is uniquely situated to address this variety of skill levels because of its size, its teaching staff, and its approach to education. In addition to a philosophy which supports students at all proficiency levels, the Charter School has specific structures in place to monitor students and provide compensatory instruction or means of acceleration as students require them.

One of the first elements of Sci-Tech which supports rapid student growth is the size of the Charter School itself as well as the fact that it is a charter school. The Charter School current enrolls approximately 250 students, which makes creating a tight-knit community quickly a very attainable goal. Families who attend have made a deliberate choice to participate in this undertaking, and the staff is able to gain a deep understanding of student abilities, interests, and talents through regular conversations with parents and other care givers. Whether students need compensatory educational services or access to acceleration, the relationships between the teaching staff and families provides a strong foundation for making rapid changes to a student's educational program if that is what the student needs. One example of this is the use of student and parent contracts to emphasize appropriate home support and study skills to effect academic improvement or allow students to accelerate their progress.

Another element that supports student success at Sci-Tech is the approach to the educational program. The Charter School's size requires a multi-age approach, and this offers a tremendous opportunity for students who operate at either end of the proficiency scale. In terms of content, grade level Common Core State Standards are organized in such a way that they build upon each other as students move through successive grades. The multi-age philosophy treats the CCSS as a continuum and allows students to move from one level of depth to the next as they demonstrate mastery. For some students, this means moving through multiple levels of the same standard in the same year. For others, this may mean spending more time than their peers on a standard which temporarily eludes them. In addition to this approach to the CCSS, the approach to daily instruction supports learning because the application of reading and math in other parts of the curriculum provide both motivation to learn and practice in reinforcing skills not previously learned.

In addition to this philosophical foundation, Sci-Tech will continue to provide teachers with time to review student work on a regular basis and develop tools to guide their examination. One example of this is the student portfolio. In this example, teachers meet together and look at student work using a CCSS continuum. They look at the work in relation to the standard and determine which grade level of proficiency the work demonstrates. This information can then guide the teacher's instruction in terms of strategic grouping inside the classroom, expected products, and differentiation in terms of process. Regardless of the needs demonstrated by students, the teaching staff will be able to provide a quick response because of the time they spend reviewing student progress.

The final element in the equation is undoubtedly the most important, and that is the teaching staff. Research tells us over and over again that the teacher is the single most important predictor of student success. At Sci-Tech, teachers will be the engine that drives student success. They will use regular collaboration time to look at curricular planning, but they will also use a chunk of that time to talk specifically about student response to instruction and factors that have supported and detracted from student success. They will use a school-based Response to Intervention framework to decide on next steps for students who are not demonstrating the desired learning outcomes, and follow up those decisions with concrete action plans and agreements to review the outcome of the interventions. Parents will be active participants during the creation of these plans, and they will be asked to provide feedback at different points as students work on completing their contracts.

Overall, then, Sci-Tech is able to serve students at every proficiency level regardless of the measure. This includes students who are foundational speakers of English, those who achieve at high levels, students who temporarily struggle with certain concepts, and those whose learning differences require the use of teaching approaches commonly associated with special education settings (e.g., assistive technology support, multiple modalities for learning, or specialized learning plans).

DIVERSE LEARNERS GROUP #1 – English Learners

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

Home Language Survey

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

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment[1] and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

[1] The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

Sci-Tech holds all students, including English Learners, to high standards. The Charter School is dedicated to providing these students with an exceptional education and to transitioning them to English proficiency as soon as possible. However, Sci-Tech also recognizes the importance of valuing students' native languages and cultures and will continue to reinforce an appreciation for the cultures, customs, and languages of all its students.

Students at Sci-Tech with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the Charter School's services and teaching methods. Sci-Tech ensures that EL students will not be excluded from curricular and

extracurricular activities based on an inability to speak and understand the language of instruction, and, also, that EL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the Charter School in their native language to encourage participation in the Charter School by all members of the Sci-Tech community.

Sci-Tech will directly provide or make referrals to appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance.

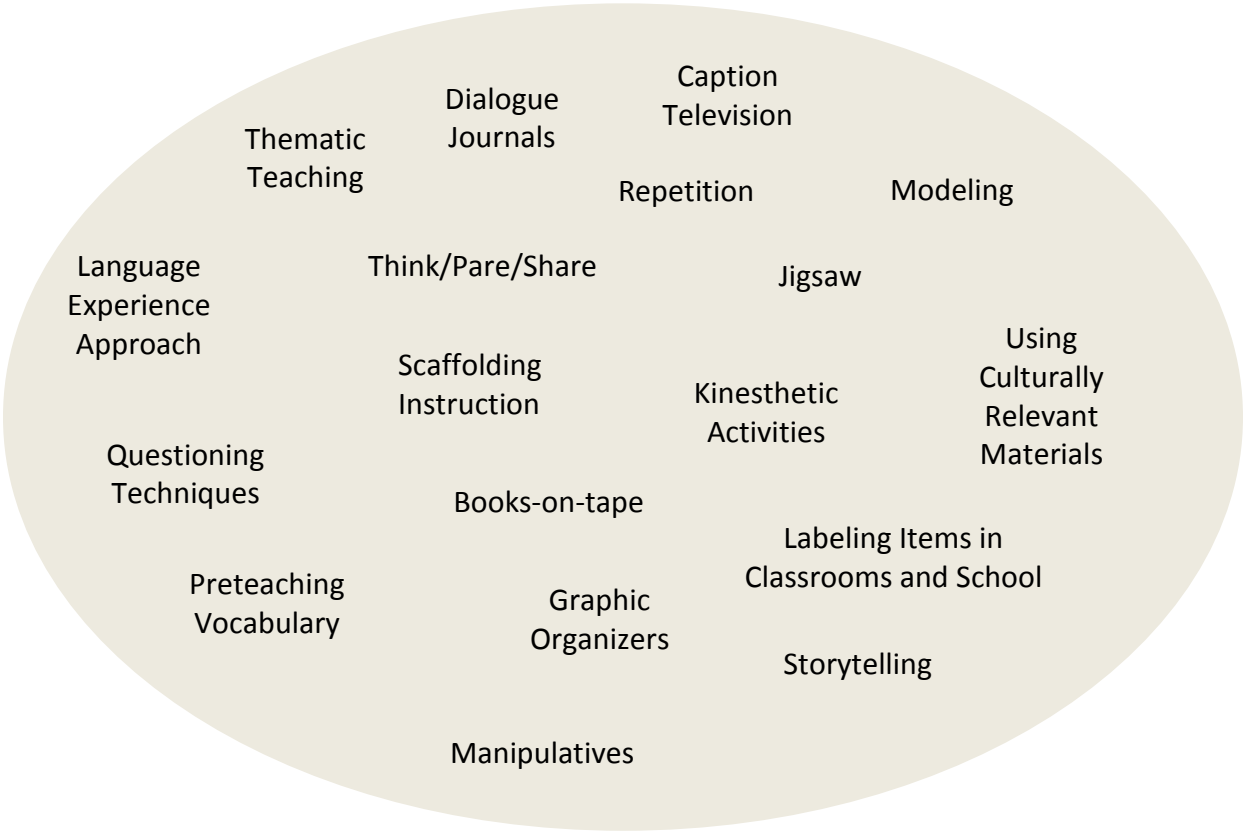
Such services may include individual academic counseling, group counseling, home visits, and parental counseling.

Structured English Immersion Program – All students who are English Learners will be expected to become proficient in the English language at a rapid pace. Based on a substantial research base proving the benefits of a structured English immersion program, Sci-Tech will implement a comprehensive structured immersion program in every mainstream classroom for its EL students. [The Benefits of English Immersion, Educational Leadership Magazine of the Association for Supervision and Curriculum Development, January, 2000] Research shows that with the passage of Proposition 227 California students have made significant gains in reading and writing in English as well as math. [Amselle, Jorge and Allison, Amy C.; *Two Years of Success: An Analysis of California Test Scores after Proposition 227*; READ Institute; August, 2000]. It is the goal of Sci-Tech that all of its students will leave the Charter School proficient in the English language and with pride and support for their home language.

Teachers at Sci-Tech will teach to the English Language Development standards set forth by the California Department of Education. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to the core content, students who are identified as English Learners will receive assistance in oral language development using specially designed academic instruction in English (SDAIE) strategies.

Sci-Tech will ensure that all EL students have access to the core content and will employ or contract with the necessary specialists in order to do so. All instruction will be in English; however the level of English used for instruction – both oral and written – will be modified appropriately for each EL student. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum. In addition to the structured English immersion modification teachers will make in their regular instruction, within SciTech's schedule, there will be ample time that can be used for additional intensive English language instruction as part of a before school or afterschool program. The Charter School will use proven methodologies including increased time for reading and math, individualized instruction, and extra tutorials for students who are acquiring English.

Examples of instructional models that may be employed with EL students at Sci-Tech include:



Sci-Tech will hire only faculty who have received CLAD (Cross Cultural Language Acquisition Design) or BCLAD (Bilingual Cross Cultural Language Acquisition Design) training. All teachers will be trained to teach using the Specially Designed Academic Instruction in English (SDAIE) strategies and techniques. Furthermore, all teachers will receive professional development on communicating with students designated as English Learners and in techniques for detecting whether a student has English language deficiencies. Sci-Tech will provide all necessary staff with specialized curricular materials to enable EL students to achieve proficiency. In addition, staff will be trained in various teaching strategies such as GLAD (Guided Language Acquisition Design), WRITE Institute, scaffolding techniques, songs and chants, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

Parent Notification – All parents/guardians of students classified EL will be notified in writing of all EL assessments. The Charter School will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child. If there are more than 20 EL students at the Charter School, an ELAC shall be maintained to serve the advisory functions specified by law and outlined in the WJUSD English Learners Master Plan.

Monitoring and Evaluation of Program Effectiveness

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

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

IDENTIFYING DIVERSE LEARNER GROUPS
At Sci-Tech, multiple measures are used to determine student achievement, including:

- *State assessment data*
- *Initial yearly assessments*
- *STAR Math*
- *STAR Reading*
- *Istation*
- *One-on-one reading assessments*
- *Writing samples*
- *PLPs*
- *Report cards*
- *Formal and informal classroom assessments*
- *Formal and informal classroom observations*

DIVERSE LEARNERS GROUP #2 – Academically Low Achieving Students
Identifying and accommodating academically low achieving students – If a student demonstrates achievement significantly below expectations in any academic area (as measured by various assessments, teacher observations, and classwork), a meeting with the parent(s), the teacher(s) and an administrator or counselor will be scheduled to determine if specialized testing is indicated and/or to decide on an appropriate course of action.

For these students:

1) the application of reading and math in other parts of the curriculum will provide both motivation to learn and practice to reinforce skills not previously learned,
2) student and parent contracts will emphasize appropriate home support and study skills to effect academic improvement.

Multi-age classrooms give at-risk and low-achieving students continuity with one teacher for two years. Students have time to develop at their own rate and are presented with daily

opportunities to learn at their own developmental level in each academic area. Flexible grouping across age groups allows students to work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior. All students have opportunities to take both leading and following roles in cooperative activities. This allows at-risk or low-achieving students to be successful in their school work each day and builds student confidence.

Hands-on, integrated curriculum provides concrete experiences to scaffold learning for at-risk students. Students have opportunities to follow interests and connect their previous knowledge to new concepts. Through broad themes, students are given an opportunity to broaden their knowledge of big concepts, giving them a strong base for adding and retaining new knowledge. Concrete learning experiences at every grade level give at-risk students opportunities to learn in a variety of modalities, helping them eventually to develop the learning strategies that work best for them.

DIVERSE LEARNER GROUP #3 – High-Achieving Students

At Sci-Tech, academically high achieving students in any academic area (as measured by various assessments, teacher observations, and classwork) will have opportunities for more challenging work and leadership roles within the classroom. In addition, student strengths outside the core academic areas will be fostered and celebrated in the classroom.

Multi-age classrooms can give academically high-achieving students continuity with one teacher for two years, if desired. Students will have opportunities to excel in their areas of strength while continuing to develop at their own pace in other areas. In each area of development, students will be presented with daily opportunities to learn and work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior. High-achieving students will be given opportunities to work cooperatively to solve problems and also opportunities to teach or lead a group in order to solidify concepts for themselves. All students will have opportunities to be both a leader and a follower in cooperative activities. This will allow high-achieving students to be both successful and challenged in their school work each day and build a positive attitude toward school.

Project-based learning provides opportunities for students to capitalize on their interests and knowledge of a particular subject, but also to practice problem solving and to use higher level thinking skills. All students benefit from project-based learning. Higher-achieving students will use project-based learning to extend learning and challenge themselves to apply, evaluate, analyze, and synthesize information in new contexts.

These students need opportunities to work collaboratively on a problem and to make decisions about the direction a project will go. Through broad themes, students will be given an opportunity to broaden their knowledge of big concepts, and to choose and follow a focus area in which they wish to learn more. Activities designed with the multiple intelligences in mind will

provide opportunities for students to use their strengths and continue to develop other learning modalities, all in a risk-free environment.

Parents and teachers will work together to help meet the needs of high-achieving students. Ongoing assessment and classroom observation paired with input from each child's parents will help the teacher continue to challenge and meet the needs of students performing above grade level.

Every effort will be made to identify students' interests and to provide challenging activities to enrich their learning. Activities such as contests and competitions will be made available to high-achieving students, but Sci-Tech will endeavor not to commit the common mistakes that frequently turn high-achieving, gifted and talented children off of school. Students will not simply be given *more* work because they are high achieving, but will be allowed opportunities to do more in-depth study designed to enhance their educational experience.

DIVERSE LEARNER GROUP #4 –Students with Disabilities

Sci-Tech is a public school of WJUSD for purposes of special education services and funding pursuant to Education Code Section 47641(b). Special Education Students will be placed through cooperation between the SELPA, WJUSD, and the administration of the Charter School. As an affiliated charter school, WJUSD will manage the special education budget and personnel. WJUSD will also determine the policies and procedures necessary to ensure that protections of special education law extend to students in Sci-Tech in the same manner as students in other WJUSD schools.

Sci-Tech is committed to identifying and addressing the varied learning needs of our students and their families. We strongly believe in the importance of shared responsibility for student learning on the part of parents, teachers, specialists, and students themselves. We seek to provide an environment that nurtures, supports, and promotes the acceptance of students with diverse learning needs within an enriched academic curriculum.

In order to meet the diverse learning needs of our students, Sci-Tech will provide:

- Inclusive education for all students in the general education classroom with appropriate supports for the student and the teacher.
- Family support through training, workshops and other services.
- Professional development and individualized support to all school personnel.
- Time to collaborate with all interested persons (i.e. Lead Teacher, teacher, parents, and RSP teacher)
- Adequate, accessible resources
- Timely assessment and ongoing monitoring of student progress according to the state regulations for Special Education.
- Communication with parents throughout the process
- A school-wide system of behavioral expectations and discipline.
- Appropriate adjustments and modifications to curriculum, instruction and assessment.

At Sci-Tech, students with identified disabilities will be provided schooling within the same innovative Sci-Tech model offered to students without disabilities. This inclusive program allows students with disabilities to have meaningful access to the core curriculum and be exposed to high expectations for their participation and performance.

Early Identification and Pre-referral Intervention

In addition to providing necessary support to eligible students, Sci-Tech will concentrate on effective early identification and pre-referral intervention as required under our "search and serve" responsibilities in Individuals with Disabilities Education Act (IDEA).

Compliance

Sci-Tech has elected the status of "any other public school in WJUSD" for the purposes of special education services and funding, and WJUSD has agreed to provide special education services for Sci-Tech, consistent with the services it provides at its public schools. Accordingly, WJUSD shall retain all state and federal special education funding allocated for Sci-Tech students through the SELPA.

In addition, Sci-Tech shall pay WJUSD a pro-rata share of WJUSD's unfunded special education costs ("encroachment"). This amount shall be calculated at the end of the fiscal year and paid to WJUSD within 30 days of presentation of an invoice for such costs. WJUSD shall be responsible for all costs related to the service of Sci-Tech students in the same manner, as it is responsible for the cost of serving other students of WJUSD.

Sci-Tech will adhere to provisions in the federal Individuals with Disabilities Education Act (IDEA) and state special education regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). In addition, Sci-Tech will adhere to all terms and conditions of the Special Education Modified Consent Decree and any other court orders and/or consent decrees imposed upon WJUSD pertaining to special education.
Sci-Tech will be responsible for implementing and reviewing programs and services, including related services, required by the IEP of our students in accordance with federal, state and local requirements.

Section 504 of the Rehabilitation Act

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

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life

activity including but not limited to learning, is eligible for accommodation by the Charter School.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

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

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

The Charter School will describe its annual goals and actions in the state priorities through its Local Control and Accountability Plan, which will be submitted to the District on or before July 1, 2014, and updated annually thereafter.

MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

ELEMENT B: MEASURABLE PUPIL OUTCOMES

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

The Charter School will describe the alignment of its student outcomes to the state priorities through its Local Control and Accountability Plan, which will be submitted to the District on or before July 1, 2014, and updated annually thereafter.

Sci-Tech will test each student at the beginning of each school year and at the end of each year to assess his or her academic progress during the year. Assessments will be designed by Sci-Tech teachers and will be based on the Common Core State Standards for each grade level. Sci-Tech will administer the California Assessment of Student Performance and Progress ("CAASPP") annually in grades 3 through 8 and will use the annual results in conjunction with the school site assessment to determine the progress of each student in achieving proficiency based on the Common Core State Standards. Teachers and administrators will review individual results to determine appropriate placement of students and to measure the effectiveness of the program in helping each student achieve proficiency. Parents will be informed of the meaning of a standards-based curriculum and the meaning and significance of the CAASPP results.

Analysis of student achievement by means of daily class work, class participation, quizzes, tests, projects, and reports will be organized, ongoing, and cumulative. Students will take an active role in compiling portfolios which demonstrate academic growth. Teachers will meet regularly by grade level and school wide to revise planning based on reviews of individual student standardized scores, daily and cumulative individual assessments, and the progress of the class as a whole.

Before formal, written, periodic progress reports are sent home, parents will be expected to attend a conference with their student's teacher to review and evaluate the student's progress and the parents' support at home as well as to set goals for the next reporting period. The student will be present to provide input on his or her progress and to participate in setting his or her goals for the next reporting period. Conferences without the student may also be

scheduled. Also, parents will be strongly encouraged to observe instruction and to review and evaluate with the teacher evidences of learning or lack of achievement.
Student progress will be also accessible to parents online through the Charter School's website. Teachers will continually update student grades as projects and assessments are completed.

Academic Performance Index
Sci-Tech, like non-charter public schools, will be subject to the tenants and consequences of the state accountability system, including the Academic Performance Index. Sci-Tech is committed to participating in the state of California's standardized testing program as one of multiple assessment methods to closely chart and document student performance and assessment. API growth goals will be made clear to the faculty. Sci-Tech will involve parents in evaluating individual scores for their student and the school wide results. The Charter School will modify the teaching techniques and explore professional development opportunities as necessary to target any gaps in the instructional program and student achievement. Below is a brief look at the API performance to date:

API Score	2011	2012	2013
School wide	812	857	860
Hispanic/Latino	748	781	801
Socioeconomically Disadvantaged	753	802	811

5th Grade CST Science - percent proficient or advanced	2011	2012	2013
	53%	64%	73%

ELEMENT C: METHODS TO ASSESS PUPIL PROGRESS TOWARD OUTCOMES

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

Sci-Tech affirms that the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Pupil Attendance **–** An attendance rate of 95.5% is expected.

Annual testing
ACADEMIC – Sci-Tech will test each student with a pre- assessment at the beginning of each school year and a post-assessment at the end of each year to assess academic progress during the year. Sci-Tech will administer the CAASPP annually in grades3 though 6.

FITNESS – The Charter School's commitment to and emphasis on fitness and health for its students will result in a program of regularly-scheduled fitness tests throughout the year, as well as the administration of the California State Fitness Test each spring, in grades 5 and 7, and hearing and vision tests.

Baselines and goals

When a student enrolls in Sci-Tech, his or her records will be requested from the previous school, and reviewed to inform staff of the student's former academic progress. Sci-Tech will assess all new students at the beginning of the school year or upon enrollment, to determine where the student's academic strengths and weaknesses lie. This will set the baseline for each student which teachers will use to establish instructional goals and to devise the best strategies to meet those goals.

Sci-Tech expects its students to achieve significant academic acceleration. Based on published experiences in schools with similar program emphases, it is anticipated that students will show dramatic academic improvement each year. Increases of more than one grade level in one year are expected. Please refer to the table below for consolidated Assessment information.

Grade Level	Outcomes	Method	Frequency
K-8 (English Learners)	Progress in English Language Proficiency	CELDT	Annually - Fall
3-8	Progress in achieving *Proficiency* on the Common Core State Standards	CAASPP	Annually - Spring
K-8	Demonstrated academic growth from beginning of school year to end of school year	Pre- (fall) and Post-(spring) academic assessments	Annually- First month of school, last month of school
K-8	Demonstrated academic growth throughout the year	Portfolios, project presentations (appropriate to grade level); in-class periodic assessments	Ongoing throughout the school year
5 & 7	Physical fitness	California State Fitness Tests	Annually, each Spring

GOVERNANCE STRUCTURE

ELEMENT D: SCHOOL GOVERNANCE

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

Sci-Tech shall operate as a locally funded charter school under the jurisdiction of and in affiliation with WJUSD. Sci-Tech shall purchase all educational, administrative and other support services from WJUSD including, but not limited to Special Education services, Business services, Curriculum & Instruction services, and Human Resources services. WJUSD shall operate as the fiscal agent on behalf of Sci-Tech.

Governance of the Charter School will be vested in the Charter's Governance Committee, which will operate autonomously from the WJUSD Board of Trustees. Sci-Tech's Governance Committee will be comprised of the Principal, one (1) community member selected by the Principal, one (1) representative from WJUSD, one (1) parent elected by parents of current Sci-Tech students, and an elected representative of the Charter School's staff. With the exception of the Principal and WJUSD representative, all other members of the Governance Committee shall serve three-year staggered terms as determined by the initial Governance Committee. See description of duties in chart below.

A Site Advisory Council ("SAC") will also be established at Sci-Tech. The SAC's composition will include at least nine (9) members including the Principal, as well as representation from staff, students, parents, and community members. The SAC will be appointed by the Principal, , except for parent representatives who shall be elected by the parents of pupils enrolled in Sci-Tech, and the staff representative who shall be a volunteer. The SAC will develop a set of governance procedures that document the SAC's composition, terms of office, officers, committees and meeting and decision making procedures. The SAC will also develop the above reverenced policies in consultation with Sci-Tech's Principal. See description of duties in chart below.

In addition to playing a key role on the SAC, all parents will be encouraged to participate in the daily life of the Charter School. All parents are asked to volunteer at school. Areas of involvement include participation in classroom support, fund raisers, school wide events, as well as parent classes and workshops on technology usage.

The day-to-day operation of the Charter School shall be under the direction of a Principal, selected and approved by the Governance Committee. The Governance Committee may interview and recommend up to three (3) candidates for appointment as school Principal by the Superintendent.

All Sci-Tech students and their parents/guardians will be required to sign a Family Agreement, clarifying school expectations for conduct, attendance and learning while enrolled in the Charter school.

The Sci-Tech Governance Committee retains the right and authority to review, approve, revise, modify, amend, or revoke any action, decision, or recommendation of the Site Advisory Council or Principal, including, but not limited to, the following:

(a) Preparation of Sci-Tech's annual budget, in conjunction with the WJUSD Associate Superintendent of Business Services or designee.
(b) Review of the Sci-Tech curriculum, instructional methods/strategies, and instructional calendar.

As an affiliated charter school operating within WJUSD, nothing in Sci-Tech's future by-laws, rules, procedures or responsibilities of the Sci-Tech Governance Committee shall be inconsistent with, or violate applicable California Education Code or policies and administrative regulations of WJUSD, except as authorized by the District Board of Trustees or Superintendent.

WJUSD Board of Trustees	Sci-Tech		
	Governance Committee	**Site Advisory Council**	**Principal**
• Monitor the Charter School's progress through yearly presentation • Review evaluations as needed. • In approving the charter, allows the Charter School staff to organize the school.	• Conducts yearly program audit. • Annually provides feedback concerning operations to the Principal • Approves annual budget and budget expenditures	• Develop School Safety Plan • Advises on budget decisions • Advises on discretionary spending • Helps to develop Technology Plan • Coordinates public relations	• Develops job descriptions • Oversees staff evaluations • Oversees curriculum development • Develops school budget • Develops yearly progress presentation in conjunction with staff • Interviews and makes recommendations for hiring • Recommends teacher(s) to WJUSD Human Resources for non-re-election

HUMAN RESOURCES

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

As an affiliated charter school of WJUSD, Sci-Tech will comply with all federal and state requirements of teachers and paraprofessionals.

Sci-Tech will follow all WJUSD personnel policies, administrative regulations and practices, except in staff selection and evaluation.

Each core or college prep teacher shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other WJUSD schools would be required to hold. Sci-Tech shall have flexibility in the assignment of teachers with regard to noncore, noncollege preparatory courses or programs.

The Charter School Principal may, but shall not be required to, possess an administrative services credential. The Principal shall be subject to assignment or reassignment at the discretion of the Superintendent in accordance with provisions in the Education Code applicable to certificated employees.

WJUSD shall monitor and maintain records of credentials for all teachers and administrative staff at the Charter School.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

Sci-Tech will comply with all WJUSD policies concerning health and safety and will adopt and implement a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. It will be the task of the Charter School administration to monitor all activities consistently to provide safety and security of the students. For this purpose, a "team-on-duty" will be created among teachers and assistant teachers to supervise students at all times. The policies will address, but not be limited to, the following topics:

1. The Charter School as a drug-, alcohol-, and tobacco-free workplace.
2. Employee fingerprinting and criminal background check.

3. All reporting of child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
4. Sexual harassment training for all employees, students, and parents in any combination.
5. Procedures for response to natural disasters and emergencies, including fires and earthquakes.
6. First aid/CPR training.

Amendments will be made to remain compliant with WJUSD safety policies or upon recommendation by WJUSD 's insurance carriers.

Sci-Tech will comply with the existing regulations that apply to charter schools including CAL/OSHA, the California EPA and Federal EPA regulations. Records of student immunizations will be maintained, and staff will honor Yolo County requirements for periodic Mantoux tuberculosis (TB) tests. Each employee is required to provide Sci-Tech with a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44237.

Through WJUSD, Sci-Tech will maintain all insurance, liability, and compensatory coverage and will comply with other regulations, such as fire and safety codes, as required by the federal, state, and city laws.

Sci-Tech shall maintain the facilities in an orderly manner, keeping them clean and healthy at all times. WJUSD shall provide water, power, and all other utility services necessary for the normal operation of the Charter School.

ELEMENT K: STAFF BENEFITS AND RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Bargaining Units
All employees will be hired by Sci-Tech shall be employees of the WJUSD and be members of established bargaining units.

Retirement Systems
STRS - All certificated employees will participate in the State Teachers' Retirement System in accordance with law.

PERS and Social Security - All non-certificated employees shall participate in the Public Employees' Retirement System and Social Security in accordance with applicable state and federal law.

Other Benefits - As WJUSD employees, all administrators, faculty and staff will receive all other benefits in accordance with state and federal laws and applicable collective bargaining agreements.

The Human Resources Department of WJUSD shall be responsible for ensuring that appropriate arrangements for coverage have been made.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

As Sci-Tech shall be a charter school affiliated with WJUSD and all administrators, faculty and staff will be WJUSD employees and shall retain all the rights, benefits and burdens thereof. In order to fully implement the mission and vision Sci-Tech, all staff members are expected to be equally committed and actively involved in the planning, performance, administration, and evaluation of the instructional program and school operations. To help accomplish this, each staff member will participate in school governance, curriculum development, and peer evaluations, appropriate. WJUSD shall not require any certificated or classified employee to be employed at Sci-Tech. Sci-Tech employees shall have the right, at their request, to transfer out of Sci-Tech to another school within the District.

ELEMENT N: DISPUTE RESOLUTION PROCESS

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

Sci-Tech and WJUSD agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and duly prepared waiver requests and reports to the State Board of Education.

In the event the WJUSD Board of Trustees or WJUSD Superintendent determines that Sci-Tech has failed to fully comply with the terms of this Charter and/or any WJUSD policy, administrative regulation or applicable collective bargaining agreement, the WJUSD Superintendent shall notify the Principal and the Governance Committee. Upon receiving any such notice, the (or Principal and/or Governance Committee shall promptly take steps to remedy the non-compliance).

ELEMENT O: PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

WJUSD shall be deemed the exclusive public school employer of the employees of Sci-Tech for the purposes of the Educational Employment Relations Act. The principal retains the right to approve or deny any staff being transferred to the Charter School in order to safeguard the integrity of the Charter School's program and maintain the appropriate level of science experience and technology background. Being a school a school of choice, it is essential that the qualities of the staff match the program and vision of the Charter School in order to maintain enrollment.

As a dependent charter school, Sci-Tech shall follow WJUSD policy and administrative regulations with respect to labor relations matters. Sci-Tech shall comply with all collective bargaining agreements, except as otherwise provided by mutual agreement. Teachers and staff will continue to be employees of WJUSD and members of existing Collective Bargaining Units.

STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

ELEMENT G: MEANS TO ACHIEVE A REFLECTIVE RACIAL AND ETHNIC BALANCE

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

Sci-Tech will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the WJUSD.

Recruitment strategies shall include, but not be limited to:

- Utilizing a scheduled enrollment process which includes a timeline that allows for a broad-based recruiting and application process;
- Developing and distributing promotional and informational materials to appeal to the broad variety of community groups and agencies serving the various racial, ethnic, and interest groups in the community;
- Scheduling outreach meetings in several areas of the community, to reach prospective students and parents; and
- Employing face-to-face recruitment activities such as hosting annual Open House events, providing tours of the Charter School, and speaking to interested parents.

Sci-Tech will be an option for public school choice for eligible students from identified Program Improvement schools.

ELEMENT H: ADMISSIONS REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Overview

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

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

The Charter School shall require students who wish to attend the Charter School to complete

an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

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

Admission Requirements

Parent(s) will attend a newcomer's orientation meeting with their child(ren) to review and sign the parent/student responsibility agreement. The Family Agreement, which must be signed by all enrolling families, is approved by a majority vote of the Sci-Tech Governance Committee. Procedures to hold families accountable to the Family Agreement must include proper notification, alternative compliance opportunities, an appeals process, and due process. All provisions of IDEA will be adhered to for students identified to receive special education services.

Open Application Periods

An "open application period" is a period in which students interested in attending Sci-Tech may submit an application for admission.

Open application periods shall be held two times within a school year and shall be publicized. These dates are subject to change due to weekends and holidays.

1st Open Application Period: December
2nd Open Application Period: March

The exact dates of the open application period, and an approximate number of enrollment spaces/openings per grade-level, per open application period will be posted in writing and /or on the Sci-Tech website.

Public Random Drawing

Applications will be accepted during the publicly advertised open enrollment periods each year for enrollment in the following school year. Following each open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission[2] in the following school year.

[2] The right to re-enrollment in the next grade level is subject to the expulsion and retention policies of Sci-Tech.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Continuing students
2. Children of Sci-Tech employees and/or current Governance Committee Members[3]
3. Siblings of current Sci-Tech students who reside in WJUSD[4]
4. Students who reside within a five (5) mile radius of Sci-Tech
5. Siblings of students who currently attend any WJUSD school
6. Residents of the District
7. All other applicants

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

The date, time, and location of each public random drawing will be confirmed and publicized at least two weeks in advance of the pubic random drawings on-line and at the Charter School site. The public is welcome to attend these drawings.

Once the allocated number of spaces/openings per grade level have been drawn in the public random drawing, applicants will be placed on a waitlist in the order drawn in the public random drawing. The waitlist will not carry over year to year.

If an application has been intentionally misrepresented, the application shall be invalidated. Upon notice, the applicants will, however, be granted an opportunity to respond within five (5) school days.

Lottery Drawing Within Preferences

If the number of applications within a preference priority exceeds the program's established capacity (and there are no other lower ranked priority status student applications), application acceptance shall be determined by a public random drawing of the students within the preference category.

[3] "Children" are defined as a biological or adopted or foster son or daughter or stepson or daughter through marriage, residing within the same household.

[4] "Sibling" is defined as any brother or sister (either blood, step, adopted, or foster) residing within the same household as the student and/or alumni. Twins shall not receive any preference other than the established "Sibling" preference.

Issues Not Covered Under this Policy

In the case that these procedures herein do not cover a situation that arises during the admissions process the Principal will take any additional steps necessary to execute the admissions process.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

SUSPENSION/EXPULSION PROCEDURES

Suspensions and expulsions will be administered in accordance with the WJUSD discipline policies. The policies will include specific grounds for suspension and expulsion; maximum number of consecutive days of suspension; notification process to parents of suspended student, including the appeal process, reason for suspension, length of suspension; and provision for the student's education during suspension.

Discipline policies will not be discriminatory, arbitrary, or capricious. It will follow the principles of due process. An impartial process will be implemented to investigate and confirm the appropriateness of suspension/expulsion of any student. All provisions of IDEA will be complied with in regards to the disciplining of students determined eligible for special education services.

WJUSD Suspension and Expulsion Procedures are attached as Appendix A.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

ELEMENT I: FINANCIAL (AND PROGRAMMATIC) AUDIT

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

As an affiliated charter school operating within WJUSD, Sci-Tech will be audited by WJUSD. The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and reviews the Charter School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable within WJUSD.

The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

Sci-Tech will be responsible to produce the School Accountability Report Card (SARC) annually.

Sci-Tech will compile, and provide to the District, an annual performance report. This report will, at a minimum, include the following data:

1. Summary data showing student progress toward the specified goals and outcomes from the listed assessment instruments and techniques.
2. An analysis of whether student performance is meeting the program's specified goals.
3. Performance data on a school-wide basis desegregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
4. Data on the level of parent involvement in the Charter School's governance (and other aspects of the Charter School, if applicable) and summary data from an annual parent and student satisfaction survey.
5. Data regarding the number of staff working at the Charter School and their qualifications.
6. A copy of the Charter School's health and safety policies and/or a summary of any major change to those policies during the year.
7. Information demonstrating whether the Charter School implemented the means listed in charter Element G to achieve a racially and ethnically balanced student population.

8. An overview of the Charter School's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
9. Analyses of the effectiveness of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
10. Other information regarding the educational program and the administrative, legal, and governance operations of the Charter School relative to compliance with the terms of the charter generally.

The charter school and District will jointly develop the content evaluation criteria, timelines, and process for the annual performance reports.

ELEMENT P: SCHOOL CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Closure of the Charter School will be documented by official action of the Governance Committee and the District Board of Education. The action will identify the reason for closure. The official action will also identify the District as the entity responsible for closure-related activities, and will appoint a person or persons responsible for closure activities.

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

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure.

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

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

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, shall be retained by the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

IMPACT ON THE CHARTER AUTHORIZER AND MISCELLANEOUS PROVISIONS

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

It is Sci-Tech's intention, as a charter school affiliated with WJUSD, to remain a viable and connected member of WJUSD. As a result, we welcome the ability to problem-solve issues as they arise and create dynamic solutions that benefit Sci-Tech, the district and our community at large. Capacity for the Charter School and grade levels will be determined by the Principal and the Superintendent.

Physical Location of Charter School

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

Sci-Tech shall be located at 9544 Mill Street, Knights Landing, California. Sci-Tech facilities shall be substantially rent free and shall include an office space adequate for site administrative needs and sufficient classrooms to adequately house the program.

Term of Charter

The term of the Sci-Tech charter shall be five years from the date of approval of this Charter by the WJUSD Board of Trustees from July 1, 2015 through June 30, 2020. This Charter may be renewed for successive five year terms.

Renewal

Sci-Tech will submit a request for renewal no later than one year (12 months) prior to the end of the term.

The WJUSD governing board will use the most recent evaluative criteria to measure the Charter School's successes and areas for improvement. It will be WJUSD's and Sci-Tech's joint responsibility to perform a school evaluation based upon the measurable goals and terms outlined in this charter. Sci-Tech and WJUSD will establish a mutually agreeable timeline to complete the renewal process.

Administrative and Other Support Services

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

Sci-Tech shall purchase all educational, administrative and other support services from WJUSD including Special Education services, Business services, Curriculum & Instruction services, and Human Resources services. In consideration for all such educational, administrative and other

support services, Sci-Tech shall pay WJUSD an administrative services fee equal to WJUSD's current annual Indirect Cost Rate assessed on Sci-Tech's revenue.

Oversight and Facility Costs

In consideration for providing Sci-Tech with a substantially rent free facility and performing all supervisorial oversight duties, including but not limited to those set forth in Education Code Section 47604.32, Sci-Tech shall pay WJUSD a supervisorial oversight fee equivalent to three percent (3%) of Sci-Tech's revenue.

Transportation

WJUSD shall not provide transportation to, nor be responsible for any costs associated with the transportation of, students attending Sci-Tech charter school, except to the extent such services may be required pursuant to an Individual Education Plan.

Food Services

Sci-Tech acknowledges that WJUSD is not required to provide nor is otherwise responsible for paying any costs in connection with food service to Sci-Tech students. Sci_Tech KL shall purchase food services from the WJUSD for Sci-Tech pupils and WJUSD agrees permit all pupils enrolled in Sci-Tech to participate in the WJUSD Food Service program on the same terms and conditions as applicable to all other WJUSD pupils. In consideration for such Food Services, Sci-Tech shall pay WJUSD for the current actual serving cost per participating Sci-Tech pupil.

Budget and Financial Reporting

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

Attached, as Appendix B, please find the 2013-14 Second Interim Report and graphical representations of funding under the Local Control Funding Formula (part of the Second Interim Report).

This document is based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.

2. By July 1, an annual update required pursuant to Education Code Section 47606.5 (the Local Control Accountability Plan).

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.