



Linscott Charter School

Linscott Charter

2013 - 2018

Approved
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Linscott Charter School

Charter Renewal Petition 2013

Introduction

This year Linscott Charter School celebrates the 20th Anniversary of its original charter. The document, conceptualized and written by a group of founding parents, provides the backbone of the Linscott Philosophy, which is parent involvement and experiential learning provide well-rounded, successful students. Linscott Charter School opened in 1994 and continues to successfully educate students through continuing the vision set forth in the original charter. The strength of the vision was reaffirmed this year as the Site Management Team (SMT) led the school community through a process of reviewing the Mission Statement and charter. At a town hall meeting in November 2012, the school community engaged in a review of the Mission Statement as well as other important charter components. The consensus of the community is that our mission continues to be an accurate articulation of our school's purpose. Using input generated by the community meeting, a Charter Renewal Committee, composed of parents and teachers, met to make adjustments to the Charter document and to focus our vision for the future. Their work, along with the continued relevance of the vision of our founders, is reflected in this revised charter.

Mission Statement

Linscott Charter School is a K-8 parent participation school, collaboratively governed by parents and staff. Dedicated teachers and supportive families provide individualized, active, hands-on learning that fosters each child's academic success, encouraging excellence. Students become self-motivated, critical thinkers, demonstrating creativity, confidence and the tools to live a healthy, physically active lifestyle. Our focus on community, in and out of the classroom, allows students to gain social and environmental awareness.

Required Charter Elements

A. Description of the educational program, identifying 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. Goals of the program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

1. Description of the educational program

Rationale:

Linscott Charter School is a small, personalized learning community where teachers and students know each other well in a climate of trust and high expectations for all. Modeling democratic practices with a strong commitment to equity, Linscott Charter School works to create academic success for every student by sharing decision-making with all those in the school community and deliberately and explicitly confronting all forms of inequity. Linscott Charter School focuses on helping *all* students use their minds and talents well through standards-aligned interdisciplinary studies, community-based "real-world" learning, project-based education and assessment based on performance. Linscott regards school reform as an essentially local phenomenon, the outcome of groups of people working together, building a shared vision, and drawing on the community's strengths, history and values. Linscott Charter School has a commitment to the vision presented by the Coalition for Essential Schools:

-“We envision an educational system that equips all students with the intellectual, emotional, and social habits and skills to become powerful and informed citizens who contribute actively toward a democratic and equitable society. Acknowledging that no two schools are or should be alike, we envision schools that necessarily differ from each other in size, scope, and programmatic emphasis while that sharing common principles, practices, and the hallmarks of powerful learning communities within and among each other. Finally, we envision that these schools positively influence the conditions in which all schools operate, serving as examples of and advocates for education policy that supports meaningful teaching and learning that allows all students to use their minds well in school and throughout their lives.” Coalition of Essential Schools

This vision guides us to examine our priorities and design structures and instructional practices that support:

- Culturally responsive pedagogy
- Essential questions
- Habits of mind

- Interdisciplinary/differentiated curriculum
- Performance-based assessment
- Student-centered teaching and learning
- Family engagement and community partnerships
- Continuous school improvement
- Culture of fairness and trust
- Maximizing resources for equitable outcomes
- Professional learning community

Public Charter School

Linscott Charter School is a K-8 public charter school with approximately 300 students. As a charter school, an application-based lottery system ensures equal opportunity for all District families to place their children in open positions. Though demand has far exceeded available space, we continue to seek publicity and exposure that will make all families in our region aware of our school as an option available to all who share our ideals. Ninety eight percent (98%) of Linscott's student population is drawn from within the boundaries of PVUSD and is ethnically diverse. Our student body consists primarily of students from Latino (65%) and White (31%) ethnic backgrounds. Thirty two percent are from homes where the primary language is other than English (17% English Learners (EL) and 15% Fluent English Proficient (FEP) or Redesignated Fluent English Proficient (RFEP). Linscott participates in the National School Lunch Program providing 35% of students with Free or Reduced Fee lunches. The educational program consists of single grade level classrooms K-6, a multi-age 1-3 classroom and a recently added "looping" classroom that loops students through grades K-3 with the same teacher. A grade 4-6 loop will for when these students complete third grade. The middle school, grades 7 and 8 are taught in blocks of core subjects. Exploratory classes and community service events integrate students from 6th grade.

Program Components

The Linscott educational program is holistic, providing students at all grade levels a curriculum that includes, in addition to the standards-based core academic subjects, a comprehensive physical education program, music instruction (K-6), and performing/visual arts. The educational program is aligned with student outcomes and assessments. Students requiring specialized academic support, participate in applicable programs and activities. Linscott Charter School curriculum is integrated with environmental education and students at all grade levels take part in active, ongoing outdoor education activities. Because we believe in educating the whole child, our final program component addresses personal and character development.

Parent Involvement

Linscott's ability to offer a rich curriculum is due to parent involvement. Parents participate in every aspect of the school's operations. They provide daily classroom support for teachers, assist staff with extra-curricular events and activities, serve on school committees and comprise half of the Site Management Team's voting members. Parent education provided by our staff uniquely enriches Linscott's parents and students, in school and at home.

Academic Program

The core academic program includes language arts, math, science and history/social studies. The curriculum is standards-based and integrated wherever possible. With the exception of the multi-aged class, curriculum is structured in a grade-by-grade sequence. Students in the multi-aged class follow a self-paced, open-ended curriculum. The learning materials for all grades are aligned to student goals and range from school wide adoptions, such as our math materials, to teacher created materials that are often used in literacy, social studies and science. Linscott is currently aligning student outcomes, curriculum,

and assessments to the Common Core Standards (CCS). The CCS emphasizes an interdisciplinary approach already in place at Linscott and our mission to create self-motivated, critical thinkers through the use of active, hands-on learning is in sync with the values expressed by the CCS.

Our annual API score exemplifies the success of our program. Linscott has never received an API score below 800. In 2012 Linscott was recognized as a California Distinguished School based on the progress made toward closing the achievement gap for our student subgroups.

Supports for Targeted Students

Linscott has committed to the following structures that enhance the school's ability to support all students at their unique individual levels, including targeted populations:

- Small class sizes ranging from 20 in the lowest grades to 30 in the highest
- A part-time school counselor providing social skills and conflict resolution training to grades 4-8
- Classroom volunteers to supervise learning stations
- Intervention strategies for individualized assessment and instruction
- Teacher availability to families for parent/student conferencing as well as through our Student Support Team meetings
- Teacher planning and collaboration time that allows development of differentiated instruction and individualized intervention strategies

Students Achieving Above Grade Level

All Linscott second grade students take the Raven's Progressive Matrices Assessment to provide all students a non-verbal opportunity to display their reasoning and problem solving skills. Students performing in the top 5% are further evaluated through the use of parent/teacher screenings and academic performance records. While performance on standardized assessments is

considered in identifying students achieving above grade level, it is only one piece of the picture. The Challenge Committee, made up of parents and teachers, has a goal of insuring that all students are properly identified and challenged. Linscott teachers employ instructional strategies and structures that promote high engagement and challenging learning opportunities for all students. Linscott's learning model emphasizes the importance of providing a broad range of experiences to all students so that the opportunity to engage in investigations grounded in student talent, interest, and ability is enjoyed by all. Students are required to demonstrate mastery of skills and concepts in all subjects. Because learning is integrated, students are expected to make connections and use skills and concepts acquired in all subjects to the best of their ability at all times.

Linscott students participate in individual and small-group projects at all levels. Teachers assess students and expect all students to work to their highest level of ability. They work to differentiate instruction to meet advanced students where they start, and to push them further in their level of inquiry, understanding, and application.

In some cases, where appropriate, teachers group students by ability for small group projects to provide challenge and motivation from similar peers, and then provide differentiated enrichment and support to each group.

Students Achieving Below Grade Level

Student Support Teams (SST): Students not working to academic standard in any of the core subject areas are referred. Teachers track the performance of each student's academics and behavior throughout the school year. When a teacher, in any class, notices that a student is not working to academic standard, struggling, or missing assignments, the teacher will first address the concern with the student. The teacher will then work with and assist that student to provide an opportunity for the student to bring assignments current by providing directed instruction in targeted skills or concepts, and strategies for organization and

study skills. Teachers also seek information from prior-year teachers and teachers of other subjects who may be familiar with the student's academic performance. The teacher contacts the student's parents/guardians describing the nature of their child's academic struggles and the intervention strategies that have been employed. The teacher provides the parents/guardians with strategies that they can employ to help their child work to academic standard. The teacher maintains records that describe the student's level of participation and progress during the intervention. If, after a minimum of four weeks, a student continues to not work to academic standard, parents/guardians are contacted and informed that their child continues to have academic difficulty with the subject (or subjects, if more than one). A formal Student Support Team (SST) meeting is convened. Members of the Student Support Team include the student's teachers parents/guardians, the school administrator, the Resource teacher, and, if age-appropriate, the student. Data is collected and presented in the form of work samples, benchmark scores, and written observations. Individualized assessments may be performed to determine the student's academic performance level. The Student Support Team develops an Action Plan for the student. The plan outlines specific interventions, modifications, or accommodations that will be put in place to help the student meet grade-level appropriate standards. The Action Plan also establishes how progress will be assessed and a timeline for assessment. Following the Student Support Team meeting teachers remain in contact with parents/guardians regularly so that they are aware of ongoing issues and missing assignments and can provide a support system at home until the student's performance level is brought up to acceptable grade level. All teachers involved with a student who is falling behind academically continue to dialogue regularly with the student's parents/guardians. The SST process lasts from 6 to 8 weeks. Material is collected for further evaluations during the SST process. The SST process can be repeated (extended) to implement additional modifications. If the SST process is proving unsuccessful, Linscott refers the student's case to the school psychologist for review and consideration of assessment.

Serving Students with Disabilities

Linscott shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA). Linscott 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.

Section 504 of the Rehabilitation Act

Linscott 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 Linscott program. 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 Linscott. A 504 team will be assembled and shall include the parent/guardian, the student (where appropriate), the administrator 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 are appropriate. 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, a referral for assessment will be made. If the student is found by the 504 team to have a disability under Section 504, the 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 presented, drawing upon a variety of sources, including, but not limited to, assessments conducted by specialized 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, will have a copy of their student's 504 Plan. The Administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with long-term substitutes. 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.

Services for Students Qualifying for Special Education Services

Linscott complies with all applicable state and federal laws for special education. As a charter school authorized by the Pajaro Valley Unified School District, for special education purposes Linscott may operate as a public school of the District as a member of the PVUSD SELPA in accordance with Education Code Section 47641(b), or Linscott may become a local educational agency (LEA) for special education purposes by providing legal verification of participation in another state-approved SELPA in accordance with Ed Code Section 47641(b).

Given these choices, while reserving the right to exercise either option in the future, Linscott has elected to enter into an Memorandum Of Understanding (MOU) with the District to operate as a public school of the District for special education purposes through the end of the 2012-2013 school year. If at any time this relationship changes the MOU will be modified accordingly. Currently students eligible for special education who are enrolled in Linscott receive special education services in accordance with their IEPs and in the same manner as any other student enrolled in the District. The District, as the local education agency for special education purposes, offers a full continuum of special education

instruction and related services to ensure that all special education students receive a free appropriate public education. Not every service on the continuum of options is offered at the ISM school site. Accordingly, a Linscott student requiring special education services may receive such services from the District at another site in the District or as otherwise arranged by the District in accordance with the student's IEP and the policies of the District and special education local plan area (SELPA).

Special education placements and related services available on site at Linscott may include but are not limited to general education inclusion; a resource specialist program, speech and language therapy, and other designated instructional and support services. Other special education placements and services are available off-site in the District as called for in a student's IEP. Both Linscott, via the Student Support Team process, and parents may request consideration of assessment by Special Education. The District maintains responsibility for setting all processes and timelines for determination, initiation, and provision of services once a request for assessment has been made.

Linscott provides physical space at the school for special education purposes, identifies students who may qualify for special education services, makes referrals for evaluation in accordance with District and SELPA policy, holds Individualized Education Program (IEP) meetings at the school, and ensures that the general education teachers carry out their responsibilities as assigned in an IEP.

English Learners

A home language survey is completed upon a student's initial enrollment into Linscott Charter School. All students who indicate that their home language is other than English will be CELDT tested within 30 days of initial enrollment and at least annually thereafter between July 1 and October 31 until redesignated as Fluent English Proficient. The Charter School works with the PVUSD LARC

program to assure that all testing and monitoring requirements are met. Linscott follows practices to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. All teachers are CLAD certified.

Students who score levels 1, 2, or 3 overall on the CELDT are placed in an ELD program. This instruction is specially designed to help the student increase English proficiency and access grade level standards. Students receive daily ELD lessons. Students who score level 4 or 5 overall on the CELDT will be monitored and supported as needed to insure access to the core curriculum and are eventually designated Fluent English Proficient using criteria provided through LARC.

Environmental Education

Linscott students and classrooms have a very strong connection with the environment. Over the years Linscott has developed an integrated, interdisciplinary approach to environmental education that involves gardening, fieldtrips, exploratory classes, school/community projects and a school-wide zero-waste program. Linscott students participate in the National River of Words Art and Poetry program to enhance their understanding and appreciation for the local watershed through the visual and literary arts. Environmental awareness and action are important for citizens of the 21st Century. Developing a love of the outdoors and an awareness of the interconnectedness of the natural environment results in individuals able to properly respond to the world's environmental needs.

Linscott Community Curriculum

In addition to the explicit, academic curriculum, Linscott has what we refer to as the “implicit curriculum”—or our Linscott Community Curriculum (LCC). Students learn not just from what they are explicitly taught, but from the attitudes and actions they witness and experience from the adults around them. The LCC is

modeled by adults in the school environment to support and motivate student learning and personal development and is based on assumptions about humans and how we learn:

Linscott Charter School community believes...

1. *We are all born with a desire to learn.*

- 1a. When we are free to be creative and make choices we learn and grow
- 1b. When we are afraid it is hard to learn and grow

2. *We like to make decisions and choices and when we are allowed to choose for ourselves we feel important and trusted.*

- 2a. When we make our own choices we learn and grow—even when we make mistakes
- 2b. Grown-ups decide what kinds of choices are appropriate for children
- 2c. We make better decisions and choices when we have enough information and are given time to think

3. *We are happy and do our best when we feel like an important part of our family, class or community.*

- 3a. We feel like an important part of our family, class or community when:
 - we listen to each other
 - our community cares about what we say
 - our community values our help and cooperation

Base on these assumptions, members of the school community, staff and students strive to model the following traits:

- Respectfulness: Treating others as you would like to be treated
- Responsibility: Being accountable for your actions and choices
- Responsiveness: Reacting positively to help others
- Resourcefulness: Finding solutions for self and community

2. What it means to be an educated person in the 21st century; program goals.

Learning occurs throughout a person’s life. The ability to adapt to the 21st Century’s rapidly changing environment is paramount. As educators in the 21st century, we are charged with educating students to be successful in a complex, interconnected world. This responsibility requires schools to prepare students for technological, cultural, economic, informational, and demographic changes.

Linscott emphasizes teaching, learning, and leadership that adequately prepare students for the 21st century so they:

- Acquire and apply core knowledge and critical-thinking skill sets that are essential in an information age
- Demonstrate creativity, innovation, and flexibility when partnering with business and community members to advance common goals
- Make decisions and solve problems ethically and collaboratively
- Use technology to gather, analyze, and synthesize information for application in a global economy
- Exhibit positive interpersonal relationships that value multiple languages, cultures, and all persons
- Display leadership skills that inspire others to achieve, serve, and work together

Linscott creates an exceptional learning community that fosters an individual's utmost potential for development of these skills and traits. We begin by creating a community that values continuing self-education. Parents participate actively as learners, modeling this value for their children. Teachers learn from children and parents, modeling the same value for continuing and well-rounded education. We *all* view ourselves as a community of learners.

Five-year-olds of today face unique challenges as adults. They will work with new tools, form human relationships in ways that we can only imagine, and solve problems we cannot foresee. Therefore, the most important lessons our students learn in school are about how learning occurs. When they recognize their own individual learning preferences, they will have prepared themselves to work with flexibility and to collaborate with others in problem solving. Given the necessity to keep pace with constant change, we consider lifelong self-education to be the most essential element of an educated person in the 21st century.

In order that they may successfully face their challenging future, we expect our graduates to use their hearts and minds well. We work together in supporting the development of:

Habits of Mind:

Linscott students...

- Persist
- Think interdependently
- Apply past knowledge to new situations
- Think flexibly to deal with change
- Strive for accuracy
- Create and innovate

Knowledge/Critical Thinking Skills:

Linscott students develop thinking skills by...

- Questioning and posing problems
- Communicating effectively, both verbally and in writing with people of all ages
- Gathering data through all senses
- Thinking about thinking
- Analyzing, evaluating, and organizing ideas
- Possessing scientific and mathematical understanding and skill
- Setting goals

Personal Attitude:

Linscott students...

- Respond with wonderment and awe
- Take responsible risks
- Find humor
- Manage impulses
- Continue to pursue learning
- Self-motivate
- Behave ethically

Global Awareness:

Linscott students demonstrate global awareness by...

- Working cooperatively with others
- Understanding the human and natural world, and possessing a sense of power to effect change
- Demonstrating strong leadership skills
- Appreciating cultural heritage
- Utilizing current technology proficiently
- Exhibiting information and media literacy

3. How learning best occurs: The Linscott Philosophy

For many years researchers have been demonstrating the importance of developmentally based, experiential learning to produce well rounded, capable, critically thinking citizens, who are lifelong learners. At Linscott we believe that children learn by doing. Rather than absorbing knowledge that has been predigested by others, we strive to implement a curriculum in which each child has the opportunity to recreate his or her world in a resource-rich environment.

We further believe that children bring their whole selves to the learning process, including intellectual, physical, social, emotional and creative needs, skills and possibilities. Therefore an integrated curriculum best provides opportunities for students to approach learning with all that they possess in skills, interests, talents and capabilities, resulting in individually creative work products or powerful cooperative group products.

Emphasis on test scores and standards have pushed teachers to focus increasingly on direct instruction to meet the demands, at the expense of valuable integrated experiences that allow students to apply knowledge to real situations. Direct instruction does have its place, and the Common Core Standards do form the underlying structure for our *Linscott Student Outcomes*.

However, at Linscott we are committed to implementing those standards as tempered by our understanding of child development and the ways in which learning best occurs. Our philosophy holds that the eight key elements for optimum learning are: the learning environment, support for creativity, subject matter integration, experiential activities, teacher quality, addressing developmental needs, rigorous and relevant curriculum, and parent support.

Environment: *Learning occurs best when ...*

- Personalized instruction addresses individual learning needs, styles and interests
- School culture is supportive and nurturing
- An atmosphere of trust and high expectations exists
- School is welcoming and relevant

Creativity: *Learning to be creative requires...*

- Opportunity
- Encouragement
- Training
- Motivation
- Practice

Integration: *Learning is enhanced by ...*

- Providing context and meaning
- Increasing academic vocabulary
- Raising interest level
- Providing opportunity for application of knowledge

Experiential activities: *Learning is boosted when students...*

- Construct their own meaning
- Acquire background knowledge
- Develop a positive attitude about school

Teachers: *Learning occurs when teachers...*

- Develop rapport and trust with students
- Hold high expectations for all
- Are committed to meeting the needs of all
- Coach students to demonstrate mastery of subject matter
- Teach rigorously and vibrantly
- Model life-long learning

Developmental Needs: *Learning occurs best when the following developmental needs are considered:*

- Cognitive
- Physical
- Social/Emotional
- Nutritional
- Creative

Curriculum: *Learning occurs best when curriculum...*

- Is meaningful and relevant
- Is interdisciplinary
- Is project oriented
- Supports students in developing habits of mind
- Considers the need for novelty

Parental support: *Learning occurs best when parents...*

- Form a home/school connection
- Facilitate positive relationships
- Set example for life-long learning
- Show value for education by participating in the classroom and school

Linscott parents also provide a strong voice in the affairs of the school. All parents participate in school-wide events, committees and fundraisers. Parent advisory groups work with the staff and administration to plan the program, to improve the school site and reach out to the community at large. Linscott parents join together to support one another in the challenging and rewarding work of raising and educating their children.

B. Measurable pupil outcomes identified for use by the charter school, and the extent to which pupils demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school's educational program.

The Linscott Student Outcomes are aligned with Common Core Standards in the academic core subject areas. In addition, Linscott develops standards and expectations for areas deemed to be of importance to the philosophy of Linscott, which may not be covered by state or federal standards, such as parent education and environmental education. Linscott seeks to challenge both its students and itself through outcomes that raise the bar for performance. To that end, the school will pursue the following school-wide outcomes:

- ✓ At least 70 percent of students will meet or exceed Common Core content and performance standards as measured by California STAR testing;
- ✓ Master age appropriate principles of mathematics and logical reasoning and apply them to real life situations as measured by teacher administered assessments, rubrics and student reflection and standardized test scores

- ✓ Demonstrate the ability to use appropriate technology for the purpose of research, analysis, communication, organization, and self-expression as measured by student work product, student reflection, rubrics
- ✓ Effectively use life-long learning and organizational skills including goal setting, planning, reflection and evaluation of their own learning as measured by teacher observation and anecdotal records, student work product, student reflections
- ✓ Work cooperatively and collaboratively in a variety of situations as measured by teacher observation and anecdotal records, student work product, student reflections
- ✓ Demonstrate their physical skills by participating in individual and team activities as measured by ongoing Physical Education evaluations and the annual Physical Fitness testing for grades 5 and 7
- ✓ Demonstrate, through projects, portfolios, rubrics and reflections, cognitive processing abilities utilizing complex and critical thinking skills by identifying, accessing and integrating available resources and information to: reason, make decisions, solve problems, and articulate their thought process
- ✓ Utilize scientific research and inquiry methods to understand and apply concepts of science as measured by standardized assessment and teacher created assessment
- ✓ Exhibit effective communication skills through speaking, reading and writing in a critical, reflective, and responsible manner using a variety of media as measured by standardized assessments, teacher created assessments, portfolios and projects
- ✓ Have a proficient knowledge of civics, history and geography as measured by standardized tests, teacher created assessment, student work samples, and portfolios
- ✓ Linscott will maintain a minimum score of 800 on the California Academic Performance Index (API)
- ✓ Linscott will close the achievement gap on the API by narrowing the margin between each measurable subgroup and the top scoring group by 5% each year
- ✓ Linscott will achieve its API growth targets*

**Linscott has attained at least an annual API of 800 and met all API growth targets set by the California Department of Education*

C. Method by which pupil progress is to be measured.

On-going assessment of Linscott student work will take place in a variety of ways including, but not limited to:

- The statewide assessment program, STAR (or what ever counterpart replaces STAR), CELDT, Physical Fitness testing

- Computer based, individualized assessment
- Assessments correlated to textbook adoptions
- Teacher-developed assessments correlated to specific units or curricular areas
- Rubrics
- Student portfolios including examples of the child's best work, both self-selected and teacher selected to demonstrate growth and competence in all curricular areas
- School-wide writing days
- Performance-based assessment of real-life situations and project-oriented activities in which skills and knowledge are displayed
- Self-assessment; students participate in individual goal setting followed by self-assessment as a regular part of their classroom work.
- Eighth-grade exit projects
- Adult observations and anecdotal records

Assessment of student progress is communicated to parents through formal teacher/parent conferences, written report cards and student-lead portfolio conferences. In addition, communication with parents occurs throughout the year during parent/ teacher seminars, student support teams, and informal consultations regarding student progress.

D. Governance structure of the school, including process to be followed by the school to ensure parental involvement.

1. Governance Structure

Linscott Charter School departs from the traditional school governance model in several ways. The Site Management Team (SMT) is made up of an equal number of parents and staff, as well as the Administrative Director, who is a non-voting member. Parents elect parent representatives and staff elects staff representatives. The primary goal of the SMT is to ensure a quality education for all students attending Linscott Charter School. SMT responsibilities include governance, executive and judicial functions, and are detailed in the SMT By-laws (Policies #9000-9500). The By-laws are reviewed annually and new SMT members are oriented to their role on the governance team.

The Administrative Director and all employees serve at the discretion of the SMT, are provided with a detailed job description, and participate in an annual evaluation process.

2. Parent Participation

Section A. 3. , above, fully discusses the vital role of parent involvement at Linscott Charter School. Parent participation is governed by policies #8001 through #8005, which are included in the SMT policy binder as well as in the parent handbook provided to all parents. Through these policies, Linscott strives to ensure that parents can participate in ways reflecting their own skills, interests and talents, as well as taking into consideration the constraints of family, work and other commitments outside of Linscott.

In addition, Linscott is committed to supporting parents in their participation by providing parent education through teacher-led meetings, speakers meetings and a parent education library available to all parents.

E. Qualifications to be met by individuals to be employed by the school.

In order to maintain the integrity and coherence of the Linscott Charter School program, we expect that applicants for positions at Linscott will measure up to the highest professional standards. Linscott Charter School employees will meet similar qualifications required for equivalent positions in the district.

1. Teachers

Teachers at Linscott Charter School are required to hold a valid California Teaching Credential, to document a history of effective service to children and families and to demonstrate exceptional skill from which the school community may benefit. All teachers must be CLAD certified.

Qualifications are outlined in the Teacher Job Description adopted by the SMT, and maintained in the SMT Policy Binder, Section 4: Personnel.

Beginning teachers are mentored as outlined in Section M, "Other Rights of Employees at Linscott Charter School." Those who are eligible will participate in the New Teacher Project.

Teachers at Linscott Charter School will demonstrate:

- Good communication skills with students, parents and colleagues;
- Enthusiasm for the philosophy of the school
- A commitment to on-going professional development in curricular areas, effective teaching strategies, child development, and recent changes in educational theory and practice
- A willingness to commit to developing and implementing a parent education component in their instructional plan and to using parents effectively in the classroom

2. Other staff

Classified and other support personnel will meet the qualifications outlined in job descriptions. All personnel are provided with a job description adopted by the SMT and maintained in Section 4: Personnel, of the SMT Policy Binder.

3. Volunteers

Parent volunteers share the commitment to the philosophy of Linscott Charter School and agree to actively participate in the school program as outlined in Parent Participation Policies #8001- 8005.

F. Procedures to follow to ensure the health and safety of pupils and staff, including the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

Linscott Charter School will comply with the provisions of Education Code 44237 Private School Instruction Employee: Fingerprints and Criminal Records Summary Requirements: Definitions "Each employee having contact with minor

pupils and not possessing a valid California State teaching credential must submit two sets of fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary. This requirement is a condition of employment. “ Fingerprinting services are provided through PVUSD Human Resources. Fees for this service are outlined in the Memorandum of Understanding between the Charter School and the District.

Students are not permitted to leave campus during the school day without the supervision of a certificated teacher. Written parent permission is required for all off-campus trips during the school day, in accordance with PVUSD and Linscott Charter School field trip policies. Parents who drive students are required to provide a valid California Driver’s License and proof of insurance in accordance with district requirements.

Employees and parents are required to show evidence of TB screening, and teachers are required to regularly update CPR and First Aid certification.

Linscott Charter School arranges for maintenance of the facility in safe condition and complies with statutes governing health and safety, including current seismic safety criteria and CALOSHA requirements. Linscott Charter School provides custodial services and contracts with the district for other maintenance as outlined in the Memorandum of Understanding. Linscott has established and follows a Safe School and Emergency Plan. The Administrative Director and Facilities Manger, plan, execute, develop and communicate procedures for all earthquake, fire, and lock-down drills for students. All classrooms display emergency information.

G. The means by which the school will achieve a racial and ethnic balance among its pupils reflective of the general population of district.

Linscott Charter School values diversity as an important component of a quality-learning environment. Through active and organized recruitment and admission

practices, the racial and ethnic balance of Linscott Charter School will strive to reflect the general population of the Pajaro Valley Unified School District attendance area. Families will be considered for admission without regard to ethnicity, national origin, gender, disability or achievement level of students. In recent years the policies governing parent participation have been adjusted to provide access to a wide demographic of families. Residence in the PVUSD is a priority for enrollment.

H. Admission requirements, if applicable.

As per California Charter School Law, admission to Linscott Charter School is restricted to residents of Santa Cruz County, and residents of counties adjacent to Santa Cruz County. Preference will be given to pupils residing within the attendance area of the PVUSD.

In addition, the following criteria will also be considered in the admission of families:

- Prospective parents will demonstrate a clear understanding of and commitment to parent participation as outlined in the Linscott Parent Participation Policies;
- Prospective parents will articulate an understanding of and commitment to the educational philosophy of the school as outlined in the School Charter and other written documents as provided by the Enrollment Coordinator;
- Prospective parents will participate in all enrollment procedures;
- Priority will be given to families with siblings already enrolled in Linscott Charter School;
- Admission will be determined by a lottery when there are more interested families than available placements.

Linscott Charter School adheres to its Admissions Policy #3000 in all matters concerning student admissions. This policy is reviewed annually and is based on the requirements set forth in the Charter School Act of 1992, California Education Code #47600-47604.5.

I. Manner in which annual, independent, financial audits shall be conducted.

Linscott Charter School is locally funded. The Pajaro Unified School District receives the funding for the school and provides fiscal, accounting and purchasing services to Linscott as outlined in the Memorandum of Understanding. Any services for which Linscott Charter School contracts with the PVUSD are on a fee basis, with charges not to exceed the actual cost to PVUSD. Any such services and their costs are outlined in a Memorandum of Understanding. Employee benefits/retirement plan and liability insurance are contracted with the PVUSD at cost and reflects those benefits negotiated by the PVUSD employees, both certificated and classified.

An annual fiscal audit of Linscott Charter School finances is conducted as part of the PVUSD annual audit.

J. The procedures by which pupils can be suspended or expelled.

The procedures for suspension and expulsion of Linscott Charter School students are identified in a comprehensive Linscott Charter School Discipline Policy. The emphasis of Linscott's policy will be on conflict resolution and preventive measures, that would avoid the necessity of suspensions or expulsions. Any final decisions regarding the disposition of such student matters will be at the discretion of the Administrator/Student Discipline Panel. An appeal process is available through the Linscott Charter School Site Management Team.

K. The manner by which staff members of the school will be covered by STRS, PERS or AC.

- All certificated employees of Linscott Charter School participate in STRS and contribute at the rate established by STRS;
- All classified employees of Linscott Charter School participate in PERS and contribute at the rate established by PERS;
- All employees who are not members of STRS or PERS participate in Apple Care

Linscott Charter School makes all employer contributions as required by STRS, PERS and Apple Care. Linscott Charter School also makes contributions for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer.

L. Public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

Since Linscott Charter School does not have a neighborhood attendance area, all students not wishing to attend the charter school may enroll in their school of residence. Pupils leaving Linscott Charter School have no right of admission at a particular school of the PVUSD except to the extent that such a right is extended by the District (Education Code #47605 (b)(5)(L)).

When parents fail to adhere to the provisions of the Linscott Charter School Parent Participation Policies they will lose priority admission for the following school year. However, the SMT is committed to offering alternative methods of participation to meet diverse parent needs, and maintains policies that offer every opportunity for improvement, negotiation, and leaves of absence to support parents in their efforts to be involved in their students' education.

M. 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.

The Linscott Charter School staff and Site Management Team are committed to preserving the hard-won gains of the PVUSD collective bargaining units for both

Certificated and Classified employees. Even when budget reductions complicate negotiations, service at Linscott must always be at least as remunerative and secure as work at any other school site. Acknowledging that exemplary service in teaching requires substantially more than a forty-hour workweek, and that significant professional growth requires extensive out-of-work commitments, we will strive to achieve parity of compensation and benefits with other professions. In recognition of the parent education duties above and beyond what PVUSD employees are required to perform, the SMT commits to a minimum of 2% above the PVUSD in its compensation for full-time classroom teachers. All teachers will be provided with a job description and salary schedule approved by the SMT.

The District and the Pajaro Valley Federation of Teachers have agreed that tenured teachers who are hired by the Linscott Charter School SMT are required to take a Leave of Separation from the PVUSD for a period of up to 39 months. If they wish to return to the District, they must file a formal request to return by March 1 of the third year of the Leave of Separation. Should they return to the PVUSD within the 39-month period, they retain their original hire date for seniority purposes, but will not be guaranteed their original school or assignment. They will not advance in step and column for the time they were at Linscott. They will remain where they were on the salary schedule or will be given up to 10 years earned service credit as per District practices. Their rights to a position within the District will be immediately below that of YRE opt-outs. While tenured District teachers are on a Leave of Separation at Linscott, they will not be PVUSD employees nor will they be represented by PVFT.

If Linscott ceases to be a charter school, teachers who were tenured with the PVUSD prior to working at Linscott and who are within the 39 months Leave of Separation, will once again become District employees and will retain their original hire date for seniority purposes. Teachers hired by Linscott who are not tenured PVUSD employees will have no District or Union rights.

The District and CSEA have agreed that classified employees who choose to remain with Linscott will no longer be District employees or bargaining unit members.

Other Rights of Employees at Linscott Charter School

Linscott staff members shall serve at Linscott under terms and conditions of yearly renewable assignments, as determined by the Linscott Charter School Site Management Team, upon recommendation of the administration. These terms and conditions will be specified in Personnel Policies and will include, but may not be limited to:

- Willingness to work effectively as a member of a developmental learning team, and a willingness to go beyond traditional job roles;
- Commitment to professional growth and lifelong learning;
- Participation in a professional evaluation process.

For teachers new to Linscott, development in the above areas is facilitated by the administration. They participate in relevant training or workshops, receive extra planning time and visit exemplary programs. Collaborating in the probationary teacher's best interest, the school administrator meets regularly with the employee to monitor his or her assimilation into the life and work of the Linscott community. Satisfactory completion of the probationary year shall automatically qualify the new teacher for renewal of an annual teaching assignment if one is available.

Certificated employees participate annually in a professional evaluation process, outlined in Linscott Charter School Evaluation Policy #4162. If any certificated employee is in need of professional assistance and/or remediation, the Administrative Director will form an intervention team in accordance with Linscott Charter School Evaluation Policy and will keep the SMT informed according to the same policy. The purpose of remediation is to support the employee in bringing about change and improvement. If satisfactory progress is not made, Linscott Charter School will not renew that staff member's work assignment.

The Administrative Director will conduct yearly evaluations of classified employees. All classified staff determined to need improvement will be supported in bringing about change. If satisfactory progress is not made in the identified areas, the school will not renew that staff member's work assignment.

The Linscott Charter School SMT, using an evaluation instrument developed by the SMT, which is detailed in Linscott Charter School Policy #2003, will evaluate the Administrative Director annually. The Administrative Director will receive regular direction and support from the SMT through meetings of the SMT as well as from formal, written policies and goals. Every effort will be made to assist the Administrative Director in improving performance. The Administrative Director contract may or may not be renewed annually at the discretion of the SMT.

N. Procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

1. Material revisions of the Linscott School Charter must be approved by majority vote of the Linscott Charter School SMT and the PVUSD Board of Trustees. This charter is a broad framework and is amplified and supported through specific SMT policies and administrative procedures.
2. The Linscott Charter School SMT will seek to resolve any possible differences with the District prior to seeking approval of renewal from the Board of Trustees through consultation with District personnel, primarily the Assistant Superintendent with Charter School oversight responsibilities. Any possible disputes relating to implementation of provisions of the charter will be similarly resolved.
3. Any charter provision that, through legislation or legal ruling, is deemed to be outside the intent of California Education Code Section 47605-47608 will be removed from the charter. Such a situation will not result in the revocation of the charter.

4. The charter may be revoked by the PVUSD Board of Trustees if Linscott Charter School:
 - Commits a material violation of any of the conditions, standards or procedures set forth in the charter;
 - Fails to pursue any of the student outcomes identified in the charter;
 - Fails to meet generally accepted standards of fiscal management;
 - Violates any provision of the law.
 5. In the event that the charter should be revoked, Linscott Charter School will again be subject to all policies, regulations, processes, and controls of the district and will continue as a parent participation magnet school.
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O. A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.

Linscott Charter School shall be deemed the exclusive public school employer of all employees of the charter school for the purposes of the Educational Employment Relations Act.

P. 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 school including disposing of net assets and for the maintenance and transfer of pupil records.

Should the Linscott School charter be revoked for any of the reasons detailed below, ("Other Charter Provisions"), Linscott School will again be subject to all regulations, processes and controls of the Pajaro Valley Unified School District, and will continue as a parent participation magnet school. All assets and liabilities will fall under control of the PVUSD.

Should the school close altogether, PVUSD policies and procedures will apply for the disposition of all assets and liabilities of the school, including the final audit, disposing of net assets, and the maintenance and transfer of pupil records.

Other Charter Provisions

1. Material revisions of this charter must be approved by majority vote of the Linscott Site Management Team and the Pajaro Valley Unified School District Board of Trustees. This charter is intended to be a broad framework; specific policies and procedures will be developed as needed.
2. Any charter provision that, through legislation or legal ruling, is deemed to be outside the intent of any laws governing charter schools will be removed from the charter. Such a situation would not result in the revocation of the charter.
3. The charter may be revoked by the Pajaro Valley Unified School District Board of Trustees if:
 - Linscott Charter School commits a material violation of any of the conditions, standards or procedures set forth in the charter;
 - Linscott Charter School fails to meet or pursue any of the student outcomes identified in the charter;
 - Linscott Charter School fails to meet generally accepted standards of fiscal management;
 - Linscott Charter School violates any provision of the law.
4. Linscott Charter School will be nonsectarian in its programs, admission policies, employment practices and all other operations, and will not discriminate against any student or employee on the basis of ethnicity, national origin, gender or disability.
5. Linscott Charter School will not charge tuition for its regular educational program. However, optional fee-based, after school or summer programs may be offered on site.
6. Linscott Charter School may apply directly for outside grants and other funding and pursue a variety of fundraising avenues, without restriction.