

New Joseph Bonnheim (NJB) Community Charter School

Opening September 2014

A start-up, dependent charter school petition
submitted by parents and community members

to

The Sacramento City Unified School District Board of Education
for consideration

April 22, 2014



**New Petition has required
Information below and has
updated logo.**

Lead petitioners:

~~Lisa Romero, Parent~~

~~Arthur Aleman, Parent~~

~~Michael Madden, Parent~~

Lead Petitioner: Christie Wells-Artman

**New Format: Address the below
issues**

Petition type: Initial Charter Petition
or Renewal Charter Petition

Charter school name

Submission date

Submitted to: Sacramento City
Unified School District

Charter term requested

New Joseph Bonnheim (NJB) Community Charter

**Newer Table of Contents
that will link to page when
clicked on and reflects new
format.**

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Abraham Lincoln
November 19, 1863. Gettysburg, Pennsylvania

“Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here.

It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

Paragraph added to show the intent of
the charter in relation to address.

Seven score and eleven years after Gettysburg, the great task continues.

New Joseph Bonnheim Community Charter School
Co-Founders and Writing Team
In alphabetical order:

Names are in “forward”
and
Background/History
Section of new format.

~~Arthur Aleman. Retired carpenter, U.S. Navy veteran, school district advisory committee/PTA member, grandfather of 11 year old granddaughter in the school district.~~

~~Ellie Boyce. Retired SCUSD special education teacher. Created the district’s first full inclusion program for orthopedically disabled students. Founding teacher Bowling Green Charter School #18.~~

~~Susan Kovalik. Creator of the Highly Effective Teaching (HET) Model. Internationally renowned lecturer. Semi-retired and living in the district.~~

~~Michael Madden. Parent of two children in the school district. Student of law. Advocate for building healthier, stronger communities for and through our children.~~

~~Dennis Mah. Community member. Parent of two Kennedy High graduates. Founding principal Bowling Green Charter School # 18 and founding director Yav Pem Suab Academy Charter #1186.~~

~~Lisa Romero. Parent of two children in the school district. Medical practitioner. Advocate for parents and children. Member of school site council and PTA. Leadership Academy graduate.~~

New Joseph Bonnheim (NJB) Community Charter
A Start-Up Dependent Charter School
Opening in 2014-2015

Updated information of charter
and is on pages 15 and 18 of new
charter.

I. Introduction

A. Background

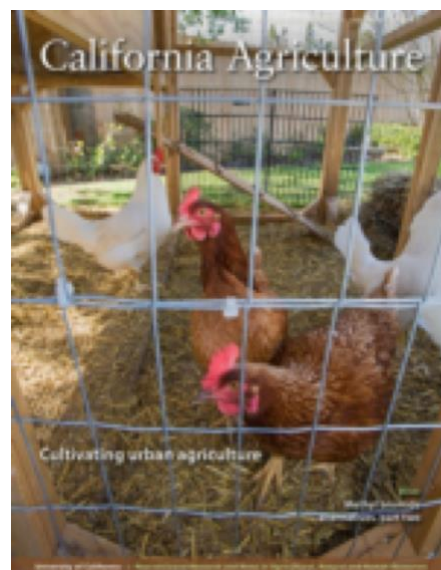
During the past 12 months, the confluence of powerful events, some new and some old, created a perfect storm from which emerged the proposed New Joseph Bonnheim (NJB) Community Charter School, *a school with an agricultural theme*. Here after referred to as NJB. These events included:

- Closure of the old Joseph Bonnheim School.
- Willingness of the state's agricultural community to support the new school.
- Adoption of the Common Core Standards which fit nicely with the "think beyond the obvious" brain-compatible model that is the foundation for NJB.
- Susan Kovalik, the developer of the Highly Effective Teaching model, retiring and moving to Sacramento and helping develop the educational program.
- Existence of the California Charter Schools Act of 1992.
- Creation and implementation of the Local Control Funding Formula (LCFF), which provides NJB with enough money to successfully start-up a dependent charter school in SCUSD staffed by district teachers.

The closure of the old Joseph Bonnheim Elementary School proved to be a blessing in disguise. It provided both a clean slate and an unoccupied physical plant to house a completely new program. This would not have been possible had it remained open.

The school closing initially energized a group of community-minded parents to find ways to simply keep the school open. After meeting with a group of educators, they began to see the need to establish a new kind of school. One that would stand out from others and that would attract students from beyond the neighborhood, as well as bring back neighborhood students who left the district and needed a reason to return.

Now, the focus is on creating an extraordinary school that educates high performing scholars. We use the term scholar to describe students who choose to come to school regularly, do their personal best, and use what they learn to think beyond the obvious. Not all students choose to be scholars. At the NJB, however, students will want to be scholars. At NJB we are creating a program that uses the agricultural resources close at



hand, here in the heart of California, as a means to teach academic, social, and civic skills. We intend to enroll approximately 350 scholars when at full capacity.

The willingness of the state's agricultural organizations to support the new school was an important development. The Foundation for Agriculture in the Classroom, along with UC Davis and 4H, has pledged curriculum materials. There is a need for agricultural programs in urban settings. ~~The UC Cooperative Extension reports: Urban agriculture is growing statewide, as California cities increasingly allow food plants in front yards and under power lines, and bee hives and chicken coops in backyards.~~

By having a curriculum fully based in agriculture, scholars will learn the necessity of providing the best, the most efficient, the healthiest, and the most productive practices to enable California to remain among the world's leaders in sustaining the world's population. Scholars will also see the opportunities available to them in fields related to agriculture such as science, technology, engineering, and mathematics (STEM). Some are careers are listed in Table 1. Our scholars will be focused on other college and career goals as well.

Table 1. Career Opportunities Related to Agriculture

Updated information of charter and is on pages 15 and 16 of new charter.

Departments in the College of Agriculture and Environmental Sciences at UC Davis	Career Opportunities
Animal Biology: Develop a theoretical knowledge of domestic or wild animal biology and principles that can be used in research and in solving social problems associated with animals in agriculture, urban areas, or natural environments.	Doctor, Epidemiologist, Geneticist, Nurse, Paleontologist, Pest Management, Physician's Assistant, Research Biologist, Veterinarian, Zoologist
Animal Science: Learn about the biology, management and utilization of domestic and captive animals by focusing on modern, efficient and humane ways to make the best use and care of the animals people encounter on a daily basis.	Agribusiness, Food Scientist, Ag. Educator, Animal Behaviorist, Animal Care Technician, Aquaculturist
Biotechnology: Focus on the mechanics of life processes and their application by learning how genes affect human health, food safety and environmental quality	Biological Scientist, Biomedical Engineer, Clinical Laboratory Technologist, Food Scientist, Forensic Scientist, Geneticist, Drug Researcher, Pathologist, Pharmacist, Plant Breeder
Entomology: Gain an understanding of insect science, diversity, and uses while focusing on the importance of insects to the economy, environment and public health.	Ag Inspector, Beekeeper, Biosecurity, Ecotourism, Plant/crop management, Pest Management
Plant Sciences: Learn how plants grow and develop in managed agricultural ecosystems and how plant products are utilized for food, fiber and environmental enhancement	Agribusiness, Food Scientist, Agronomist, Biologist, Crop Farmer, Farm Advisor, Heirloom Seed Collection Manager, Horticulturist, Journalist, Pest management, Plant Breeder, Plant Geneticist, Postharvest Technology Manager, Research Scientist
Sustainable Agriculture and Food Systems: Understand the environmental, social and economic challenges and opportunities associated with agricultural and food system sustainability	Agricultural Policy Analyst, Agribusiness, Agricultural Developer, Agricultural Producer, Economic Policy Analyst, Educator, Food Systems Manager, Organic Farmer, Rural and Urban Community Organizer, Small Farm Consultant
Ecological Management and Restoration: Learn how to manage and restore wild and rangeland plant communities by gaining an understanding of how natural and managed ecosystems function, interact and connect with human society and social change	Educator, Environmental Planner, Farm Manager, Forester/Forest Service Technician, Journalist, Naturalist/Outdoor Education Specialist, Park Manager, Rangeland Manager, Soil Consultant
Hydrology: Focus on the occurrence, distribution and behavior of water while building skills to understand and develop sustainable water quality	Environmental Scientist, Farm Consultant, Fisheries Specialist, Hydrologist, Wastewater Treatment Planner
Landscape Architecture: Use creativity and develop visual and technological skills to design parks, neighborhoods and urban open spaces for the use of the communities and conservation of the environment.	Architect, City Planner, Engineer, Environmental Scientist, Forestry Technician, Groundskeeper, Landscape Designer, Park Ranger, Urban and Regional Planner
Wildlife, Fish and Conservation Biology: Understand the relationships between the needs of wildlife, people, and the environment, and how these relationships are vital for the maintenance of ecological diversity, recreational resources, and food supplies.	Aquaculturist, Conservation Biologist, Endangered Species Advocate, Fisheries Biologist, Forest Ranger, Park Ranger, Veterinarian, Wildlife Biologist, Wildlife Rehabilitation, Wildlife Technician

B. What's Different at the Proposed NJB Dependent Charter School.

~~In a December 12, 2013 PowerPoint presentation to the SCUSD Board, district staff shared a reminder from School Services of California about the opportunity afforded by the new Local Control Funding Formula: “To Act Differently, We Must Think Differently.”~~

Here's how NJB is different:

Information of charter and is on pages 18 and 19 of new charter.

1. First dependent charter school in SCUSD started by parents.
2. Agriculture as the theme to create interest and promote deep thinking in scholars, teachers, and parents. Agriculture as a hands-on and practical gateway to studying science, technology, engineering, and mathematics (STEM).
3. A year-round calendar designed to support a high level of on-going professional development without interfering with the instructional day. A calendar that provides time for teachers to recharge their batteries throughout the year and maintain a high level of energy every day in their classrooms. The year-round calendar begins in Year 2.
4. Local control will be enacted through NJB's own governance process. The parents and school staff are responsible for decisions related to curriculum, budget, and instructional days & hours. Together, they will be responsible for all things related to the Local Control Funding Formula and Local Control Accountability Plan, including setting goals, spending money, and assessing program effectiveness. As such, NJB goes beyond simply engaging families and communities: it empowers them.
5. A school designed around a unified theory of learning and organizational theory. NJB's body-brain approach to teaching and learning is based on science and a unified theory of learning created by Susan Kovalik.

C. What Can Be Expect at NJB

NJB will create and demonstrate classrooms that show:

✓ **Absence of threat in a safe and predictable environment.** Creating a safe and predictable environment with consistency and continuity sets the tone for students and adults that school is where meaningful, purposeful and relevant learning takes place. **NJB** teachers and staff will use the training technique of “Target Talk” whereby scholars are made aware of the specific LIFESKILLS they are displaying. Examples would be: “You were showing the life skill of cooperation when you worked on that project.” or “What skill do you think you were using right now?” or “Did you forget about the LIFESKILL of caring when you said that?”

✓ **Meaningful content that has practical application.** Meaningful and relevant learning is created when the skills and standards are taught in a tangible way. We believe that using agriculture with the vast array of careers, skills and opportunities it presents, will provide scholars with a deeper understanding of the interrelationships that occur in our world. Scholars will be engaged in hands-on projects that demonstrate how things work. Examples may include: incubating eggs, planting a community garden, selling produce, researching fertilizers, or building a model of erosion.

✓ **Scholars having choices and adequate time to understand what they are learning.** By using a project-based approach to learning, an atmosphere that requires scholars to search out and problem solve will be created. Independence in learning will occur. The daily and weekly schedules at **NJB** will show how adequate time will be programmed into the curriculum. Scholars will work on projects under adult supervision at school. They may also work on projects at home.

✓ **Immediate feedback to guarantee the learner is on the right track while learning the material.** It is important for scholars to receive encouragement when they are pursuing the right course and to receive redirection when needed to become better focused. Teachers and staff will be trained in recognizing the opportunities for providing feedback as they arise. All feedback will be considered positive and redirection will be the term used when a scholar has taken a wrong or not useful approach.

✓ **Using collaboration to successfully work with others.** Many projects will require scholars to work with partners or in groups. The interaction that occurs will enable scholars to develop the skills needed to work with others. Again, the use of Target Talk by both staff and scholars will help reinforce successful collaboration.

✓ **Body movement that increases learning when incorporated into instructional strategies.** Staff will be trained to provide activities that will include body movement on a daily basis. The freedom for scholars to move about the classroom will also be acknowledged and addressed within classroom management.

✓ **Mastery of content with the ability to teach it to someone else.** The best way to determine mastery is to teach what has been learned to another. This skill can be easily demonstrated to peers and evaluated by an adult.

**Information of charter and is on
page 19 of new charter.**

II. Our Mission

To develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

III. Affirmation of each condition described in Education Code Section 47605 subdivision (d)

The petitioners affirm that the New Joseph Bonnheim (NJB) Charter School is dedicated to and committed to each of the conditions described in Education Code Section 47605 subdivision (d). That subdivision reads as follows:

47605 (d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220.

Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the school. (B) If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

IV. Description of the Items Required by Education Code Section 47605 subdivision (b) paragraph (5) of the Charter Schools Act

Element A: The Educational Program Now Element 1

(i) 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. (ii) 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. Ed. Code 47605(b)(5)(A)

A. Overview

**Information of charter and is on
pages 24 and 27 of new charter.**

~~The educational plan described in Element A is currently used at Yav Pem Suab Academy Charter School (YPSA) with great success. YPSA was approved by the Sacramento City Unified School District (SCUSD) Board in 2010. State test scores provide evidence of the plan's effectiveness at a start-up charter school. By the second year of implementation, YPSA's API scores reached and exceeded the state's goal of 800. NJB petitioners will use the same educational components basing them in an agriculture theme.~~

~~The major difference between the two schools is YPSA's status as an independent charter school operated by the Urban Charter Schools Collective. NJB will be a dependent charter school employing SCUSD teachers, administrators, and classified staff. As a new independent charter school, YPSA has been better able to control expenses for both post retirement and current health benefits for active employees. The Local Control Funding Formula (LCFF), however, provides sufficient funding to replicate the educational plan at NJB with SCUSD employee costs. In the first year of operation with 323 scholars, we expect approximately \$2,390,000 generated by LCFF. In the second year with 346 scholars, \$2,700,000. In the third year with 344 scholars, \$2,792,000. The full funding amount with 323 scholars is \$2,900,000 (before cost of living adjustments).~~

The educational plan is the means to accomplish the NJB mission. The mission of the New Joseph Bonnheim (NJB) Community Charter School is to raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

B. Educated Person in the 21st Century

Moreover, the educational plan supports developing educated people for the 21st Century. We feel an educated person in the 21st Century has a firm foundation in the basic academic skills of reading, writing, mathematics, and science. In addition to being academically prepared (i.e., book smart) an educated person is linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his or her own learning (i.e., street smart). This is consistent with Dr. Howard Gardner's theory of multiple intelligences.

When experiencing new situations, an educated person has the necessary skills to overcome the challenges she or he encounters. These skills include the ability to:

- Think critically
- Collaborate with others
- Communicate effectively
- Write for a variety of purposes and audiences
- Be creative and innovative
- Demonstrate informational, media, and technological literacy
- Demonstrate moxie (i.e., a combination of confidence, courage, daring, spirit, and determination)

Information of charter and is on page 27 and LCAP on page 50 of new charter.

In summary, the goal is for every NJB scholar to become a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy.

C. Local Control Accountability Plan

1. Background

AB97 became law in 2013. It requires a Local Control Accountability Plan (LCAP) for charter schools. The plan must be included with the charter. The plan, however is separate from the charter. If the plan was part of the charter, updates to the plan might be considered a material revision of the charter. All schools are required to use the template adopted by the State Board of Education in February 2014.

Development of the LCAP requires charter schools to consult with teachers, the principal, other school personnel, parents, and scholars. Since most stakeholders are not known at this time, this section of the charter summarizes the priorities, the annual goals, and the actions required to achieve the goals. A more detailed draft of the LCAP is included in Appendix E.

In order to genuinely engage all stakeholders, the Steering Committee will finalize a three-year plan within 60 days of the start of school. The draft in Appendix E will be the starting point. The Steering Committee will consult with teachers, the principal, other school personnel, parents, and scholars using the Steering Committee process described below in this document under Element D. Thereafter, the LCAP will be updated every year by ~~July 1st~~ ~~beginning July 1, 2015~~. The California Charter Schools Association (CCSA) and the Charter Schools Development Center (CSDC) will be consulted. NJB is joining both organizations.

Updated information in new charter to reflect dates.

Given that 100% of the projected students are low income and that 40-50% are English learners, NJB will use a schoolwide approach to educating all students. Our brain-compatible approach will engage all students including those identified as low income, English learners, and foster youth. Separate programs for each subgroup will not be required.

2. LCAP Priorities

AB97 identifies eight state priorities required for all public schools, including charter schools. The eight priorities are intended to represent key variables in effective schools. They are described in Table 2. All schools are required to develop annual goals and actions for each priority. Charter schools may create additional priorities and goals that support the charter. NJB

chooses to establish a ninth priority as articulated in its mission statement: Raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This ninth priority is described in Table 3.

Table 2. The Eight State Priorities Applicable to NJB

<p>1. The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.</p> <p>2. Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.</p> <p>3. Parental involvement, including efforts the school makes to seek parent input in making decisions for the school including how the school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</p> <p>4. Pupil achievement, as measured by all of the following, as applicable:</p> <p>(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.</p> <p>(B) The Academic Performance Index, as described in Section 52052.</p> <p>((C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or clusters of courses that satisfy the requirements of subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692, and align with state board approved career technical education standards and frameworks. Not applicable to NJB.</p> <p>(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.</p> <p>(E) The English learner reclassification rate.</p> <p>(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.</p> <p>(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness. Not applicable to NJB.</p> <p>5. Pupil engagement, as measured by all of the following, as applicable:</p> <p>(A) School attendance rates.</p> <p>(B) Chronic absenteeism rates.</p> <p>(C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1. Not applicable.</p> <p>(D) High school dropout rates. Not applicable to NJB.</p> <p>(E) High school graduation rates. Not applicable to NJB.</p> <p>6. School climate, as measured by all of the following, as applicable:</p> <p>(A) Pupil suspension rates.</p> <p>(B) Pupil expulsion rates.</p> <p>(C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p> <p>7. The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03. (Section 51210 describes subjects for grades 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12)</p> <p>8. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Section 51210 describes subjects for grade 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12)</p>	<p>Updated information and format change is on pages 51 to 58 of new charter.</p>
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Table 3. The Ninth Priority at NJB
Additional Priority

- 9. Develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.**
- (A) Every scholar develops a firm foundation in the basic academic skills of reading, writing, math, and science.
- (B) Every scholar becomes linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his/her own learning.
- (C) Every scholar becomes a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy. Scholars think critically, collaborate with others, communicate effectively, demonstrate moxie, and understand technology.

3. LCAP Goals

Charter schools are required to describe annual goals for all pupils and each numerically significant subgroup to be achieved in each priority. Thirty is the threshold to become a numerically significant subgroup. For foster youth, however, the threshold is 15. Goals may address more than one priority.

In addition to “All Pupils,” six numerically significant subgroups are projected at NJB. The largest consists of Low Income scholars who are 100% of the enrollment as shown in Table 4. DataQuest and AR&E data from SCUSD pertaining to the old Joseph Bonnheim were used to estimate the number of scholars in each subgroup. There does not appear, at this time, to be any foster youth.

Table 4. Projected Numerically Significant Subgroups at NJB

Information of charter and
is on page 58 of new
charter.

Subgroup	Estimated percentage of the 323 scholars projected to enroll	Number
All Pupils	100%	323
Low Income	100%	323
English Learners (EL)	40% – 50%	130 – 161
Reclassified EL	Unknown at this time	
African American	8%	48
Hispanic and Latino	60%	194
Asian	9%	30

There are three goals that lead to accomplishing the mission: Developing responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

Goal 1. Create the foundation to support high quality teaching and learning. The following actions will be taken to reach this goal:

- a. Action: Hire appropriately credentialed teachers who are passionate about learning and about implementing the NJB Charter. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- b. Action: Hire an educator who understands and who can implement the Highly Effective Teaching (HET) model to gather and provide students with standards-aligned materials, standards-aligned hands-on experiences, and standards-aligned “Being There” experiences. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)

- c. Action: Hire a full-time custodian to maintain the Joseph Bonnheim site in good repair and to support the positive school culture. (Priority 1, 5, 6, 9)
- d. Action: Implement the Steering Committee decision-making process described in the charter. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Increase parent and teacher engagement in the Steering Committee process. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- f. Action: Limit class size to 25 or fewer students with a goal of 24 in grades K-3. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

Goal 2. Create an organizational culture that supports and sustains high quality teaching and learning. The following actions will be taken to reach this goal:

- a. Action: Provide ongoing professional development in content area and for the schoolwide strategies described in the charter, including Common Core Standards and Highly Effective Teaching Model (HET), Efficacy, and English Learner strategies. (Priorities 2, 4, 5, 6, 7, 8, 9)
- b. Action: Create grade-level Backward Standards Maps incorporating Common Core Standards, other state-adopted standards, Highly Effective Teaching Model, Efficacy, English Learner strategies, and other strategies. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Organize the hours and days of instruction (within state requirements) to increase time for professional development and collaboration time between staff and with parents. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Create a welcoming schoolwide environment that is safe and predictable with consistency and continuity. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Hire a full-time school nurse to attend to medical and mental health needs, to coordinate school safety, and to coordinate Special Education issues. (Priorities 3, 4, 5, 6, 7, 8, 9)
- f. Action: Create a discipline program based on LIFESKILLS, Lifelong Guidelines, Efficacy, and Positive Discipline (Priorities 3, 4, 5, 6, 8, 9)
- g. Action: Create a data driven process to examine student work, create new strategies, and re-teach when needed. The process can be used schoolwide, by grade level, or individually. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

Goal 3. Increase the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation, c) knowledge of how American democratic institutions work, and d) the ability to recite the Gettysburg Address and discuss it orally and in writing. Mastery is defined as the ability to understand something well enough to teach it to someone else. The following actions will be taken to reach this goal:

- a. Action: Integrate body-brain teaching and learning throughout the instructional day to engage all students and all subgroups. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- b. Action: Use the agricultural theme with brain-compatible strategies to integrate content areas into daily instruction. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Integrate civic education into the curriculum by means of social action projects. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Provide third party support for those scholars who have not yet mastered what is being taught. (Described later in the educational plan.) (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Provide primary language support as needed for English Learners while maintaining English as the medium of instruction. Strategies to accomplish this goal include small group preview-review in the primary language coupled with whole class instruction using scaffolding strategies taught by the Guided Language Acquisition by Design program (Project GLAD). In order to provide preview-review the Steering Committee will identify the required number of bilingual certificated teachers when requesting teachers for vacant positions. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

**Updated information of charter
and is on page 60 of new charter.**

Table 5. Alignment of Goals, Actions, and Priorities

**Updated Information of
charter and is on page 50 of
new charter.**

Priority # 1: Fully <u>credentialed</u> teachers & <u>Access to Common Core materials</u> & <u>Good facility</u> .
Priority # 2: Implement Common Core content & standards.
Priority # 3: Parent input in decision making.
Priority # 4: Achievement on standardized tests, API, share who are college and career ready, share of ELs becoming proficient, share of ELs reclassified.
Priority # 5: Pupil engagement – school attendance rate and absenteeism rates
Priority # 6: School climate – suspension rates and surveys to determine sense of safety and school connectedness.
Priority # 7: <u>Access</u> to a broad course of study
Priority # 8: Pupil outcomes in English, math, social science, science, visual & performing arts, health, P.E.
Priority # 9: Develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

Priority-Number→	1	2	3	4	5	6	7	8	9	In-Ed-Plan?	In-Budget?
Goal 1: Create the foundation to support high quality teaching and learning.											
Action 1a: Hire passionate credentialed teachers.	X	X	X	X	X	X	X	X	X	Yes	Yes
Action 1b: Hire educator to gather standards-aligned materials & organize standards-aligned being there experiences.	X	X	X	X	X	X	X	X	X	Yes	Yes
Action 1c: Hire full-time custodian.	X				X	X			X	Yes	Yes
Action 1d: Implement Steering Committee.		X	X	X	X	X	X	X	X	Yes	Yes
Action 1e: Increase parent & teacher engagement in the school decision-making process via Steering Committee and site councils.		X	X	X	X	X	X	X	X	Yes	Yes
Action 1f: Limit class size to 26 or fewer.		X	X	X	X	X	X	X	X	Yes	Yes
Goal 2: Create an organizational culture that supports and sustains high quality teaching and learning.											
Action 2a: On going professional development.		X		X	X	X	X	X	X	Yes	Yes
Action 2b: Create Backward Standards Maps.		X	X	X	X	X	X	X	X	Yes	Yes
Action 2c: Organize hours and days of instruction to increase time for teacher collaboration.		X	X	X	X	X	X	X	X	Yes	Yes
Action 2d: Create school environment with absence of threat.	X	X	X	X	X		X	X	X	Yes	Yes
Action 2e: Hire full-time nurse for medical health, mental health, safety, & special ed.			X	X	X	X	X	X	X	Yes	Yes
Action 2f: Create positive discipline program.			X	X	X	X	X	X	X	Yes	Yes
Action 2g: Create data-driven process to examine student work and create strategies that lead all scholars to mastery.		X	X	X	X	X	X	X	X	Yes	Yes
Goal 3: Increase percentage of scholars demonstrating mastery and demonstrating college and career orientation.											
Action 3a: Integrate body-brain instruction into daily instruction.		X	X	X	X	X	X	X	X	Yes	Yes
Action 3b: Integrate agricultural theme.		X	X	X	X	X	X	X	X	Yes	Yes
Action 3c: Integrate civic education.		X	X	X	X	X	X	X	X	Yes	Yes
Action 3d: Provide third party support as needed for those not demonstrating mastery.		X	X	X	X	X	X	X	X	Yes	Yes
Action 3e: Provide primary language support.		X	X	X	X	X	X	X	X	Yes	Yes

D. Students to be Served

Between December 2013 and early March 2014, the petitioners collected letters of intent from parents representing 319 students who are interested in attending NJB in 2014-15. Eighty-one percent (258) reside in either the 95820 or 95824 Zip Codes as shown in Table 6. An additional 30 letters of intent were returned to the petitioners after the early March deadline. Due to time constraints, they are not included in this discussion.

~~Table 6. Prospective Students by Zip Code~~

Zip Code	Number Students	Percentage of Total
95817	5	2%
95818	1	
95819	0	0%
95820	230	72%
95822	4	1%
95824	28	9%
95826	5	2%
other	46	14%
Total	319	100%

Updated and revised information of charter and is on pages 20 and 21 of new charter.

The Bonnheim campus is located at the eastern end of the 95820 Zip Code between 14th Avenue and 21st Avenue. The 95824 Zip Code is located directly south of 95820. Directly east is 95826. The western boundary of 95820 is shared with 95822. Three codes share a northern boundary with 95820: 95817, 95818, and 95819. Fifteen of the other 46 students identified in Table 2 reside in 95828 located in the Elk Grove Unified School District. Some attend SCUSD schools.

The majority of scholars expected to attend the New Joseph Bonnheim (NJB) Community Charter School live in the 95820 Zip Code. They are our children and grandchildren as well as the children and grandchildren of our neighbors and friends. We know them well and know the challenges they face.

It is anticipated that scholars from outside the 95820 Zip Code and outside the boundaries of the Sacramento City Unified School District (SCUSD) will enroll, including the children of parents living in nearby counties who work in Sacramento. The school expects to serve scholars from low-income families. Based on prior enrollment at old Joseph Bonnheim and reports from those collecting the letters of intent, 40% to 50% are expected to be English learners. The 2012-13 California Department of Education *Snapshot* of the school reported 49% English learners, mainly Spanish speakers. All scholars, however, are welcome and will benefit from the program at NJB.

~~Figure 1. The 95820 Zip Code~~

~~The Joseph Bonnheim School site is located at the eastern end of 95820.~~

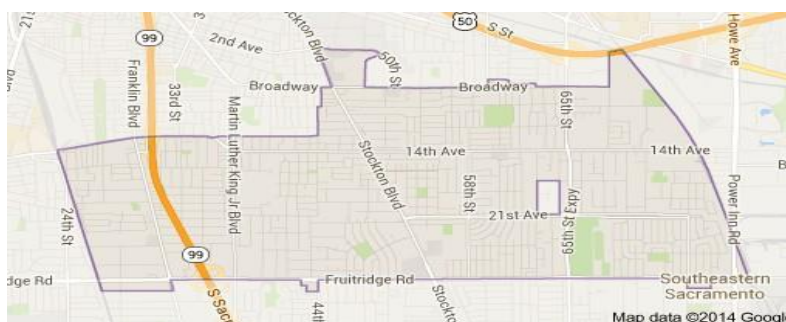


Table 7 shows 284 of the 319 interested students living within SCUSD boundaries. The other 35 live in surrounding districts.

Table 7. Currently Assigned Schools for In-District Students Interested in Attending NJB

2013-14 school of assignment on 3-5-14	Kinder 14-15	1st in 14-15	2nd in 14-15	3rd in 14-15	4th in 14-15	5th in 14-15	6th in 14-15	Total
Earl Warren	15	11	19	13	19	11	8	96
Peter Burnett	16	12	17	13	16	16	16	106
Baker	3	4	2	0	1	0	2	12
Bancroft			1					1
Cohen					1			1
Didion							1	1
Elder Creek		1			1	2	3	7
Greenwood	1						1	2
Hart				1				1
Hollywood Park						1		1
Judah							1	1
Komble/Chavez				1	1			2
Kenny		1				1		2
Lincoln	1							1
Lubin					1			1
Oakridge	1	2		2	1	1	1	8
Pacific		2	2	1		2	2	9
Parkway	1	1						2
Phillips				1		1		2
Pony Express							1	1
Still						1		1
Tahoe	3			5		1		9
Twain	1	3	2	1	2	1	1	11
Wenzel			1					1
Woodbine	1	1						2
Total Resident	43	38	44	38	43	41	37	284
Total highlighted	39	35	42	35	40	34	33	258

The demographics of the above mentioned students closely resemble those of the old Bonnheim in 2012-13 as reported by DataQuest: 100% eligible for the Free and Reduced Meal Program and 40% English learner, mainly Spanish speakers. <http://data1.cde.ca.gov/dataquest/>

In regard to ethnic diversity, it is expected to be very similar to what existed at the old Bonnheim in its last year of operation in 2012-13. The California Department of Education's DataQuest database provided the demographic data shown in Table 8. Five percent of the scholars may be eligible for special education services. The high percentage of scholars identified as needing special education services in Table 8 represented a Learning Disabled class assigned to the site. It is unknown at this time if the district plans to establish such a class at NJB. If so, the students in the class will be welcomed. Our project-based approach to learning is ideal for students with different learning modalities.

Updated information of charter and is on pages 20 and 21 of new charter.

Table 8: Old Joseph Bonnheim Demographic Comparison 2009-10 to 2012-13

Demographic Category	2009-10	2010-11	2011-12	2012-13
Free Lunch	86.0%	84.1%	85.5%	100%
English Learner	37.5%	34.7%	46.0%	43%
African American	13.1%	12.7%	10.0%	8.0%
Hispanic/Latino	61.3%	60.5%	61.0%	62.2%
Asian	5.4%	6.1%	9.0%	9.0%
White	14.9%	14.3%	13.0%	13.4%
Filipino	0.2%	0.9%	1.0%	0.9%
Pacific Islander	0.9%	0.9%	1.0%	2.0%
American Indian / Alaska Native	0.9%	0.8%	1.0%	0.7%
Multiple or Not Reported	3.3%	3.8%	4.0%	3.8%
Special Education	11.0%	12.0%	10.0%	14.5%
Total Enrollment	429	441	410	413

Data sources: DataQuest and AR&E

~~In the six year period between 2007-08 and closure in 2012-13, an average of 37% and 48.5% of the students scored at or above proficient in ELA and math respectively on the annual state test as shown in Table 9.~~

Table 9. Six-Year History of Percentage of Students Achieving Proficiency at Old Joseph Bonnheim on the Annual State Test

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	27.7%	41.3%	38.6%	36.0%	41.5%	38%
Math	38.9%	46.0%	52.1%	54.3%	54.1%	45.5%

E. How Learning Best Occurs

The educational plan is based on two bodies of research: how the brain learns and how schools are organized for learning. The plan combines both. ~~The result is a successful school as in the case with the previously discussed YPSA Charter School.~~ A summary of those two bodies of research is provided here before describing the four components of the educational plan.

The cliché “all kids can learn” is incomplete. Instead, kids are “learning” all the time is more accurate. Learning is natural. The real question for educators is “How do we get kids to learn what we want them to learn?” The answer, in part, lies in two bodies of work created by scholars and researchers during the past 30 years. One group examined how the human brain learns. The other group studied how to organize schools to produce higher student achievement.

Typically, teachers are attracted to the brain-compatible approach, and administrators to the organizational approach. More often than not, the two bodies of knowledge have not been used together. NJB, however, incorporates research from both to design a new school where scholars will thrive.

Updated information of charter is on page 27 of new charter.

1. Findings from How the Brain Learns

During the past 35 years, Susan Kovalik studied and summarized the literature on how humans learn. In her book, *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom* (2005), she describes her Highly Effective Teaching Model. The model suggests that learning best occurs when the following ten elements are present:

- Enriched Environment
- Meaningful Content
- Choices
- "Being There" Experiences
- Movement
- Adequate Time
- Collaboration
- Absence of Threat
- Immediate Feedback
- Mastery

Dr. Thomas Armstrong, the executive director of the American Institute for Learning and Human Development, described Kovalik's model as the closest thing to a unified theory of learning he has seen. He has authored more than a dozen books about human learning and is a colleague of Harvard's Howard Gardner, the developer of the theory of multiple intelligences.

<http://institute4learning.com>

The NJB program is based, in a large part, on Kovalik's explanation of how human learning takes place. Using the theory described by her model, one can predict what will work and what won't work in helping scholars learn what we set out to teach.

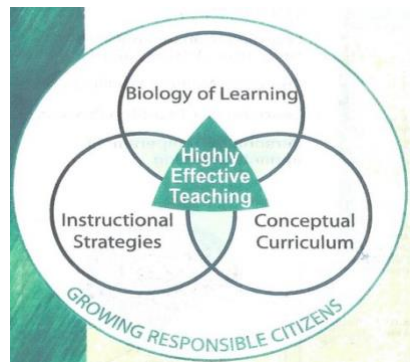
Kovalik's Highly Effective Teaching model incorporates three dimensions as shown in Figure 2: The biology of learning, Conceptual curriculum, and Instructional strategies. It is intended to help educators translate current brain research into practical strategies for the classroom and schoolwide, and to do so in ways that make effective first teaching a reality, not just a dream. (Kovalik, 2005, p. xvi)

Similarly, Horacio Sanchez in his book, *A Brain-Based Approach to Closing the Achievement Gap*, suggested students learn best when they feel safe, feel welcome, and feel those at school can help them learn. He emphasized the importance of *relationships, relationships, relationships* with adults at school in neutralizing the effect of difficult circumstances in the home environment.

He suggested educators have the power to create a school environment that helps students with difficult temperaments become more even-tempered and, thus, better able to learn. These students are often anxious, struggle to establish healthy eating and sleeping habits, slow to adjust to stimuli, sensitive to change, volatile, and impulsive. Sanchez suggested they make up 5-10% of the population, but perhaps more in low-income neighborhoods. All scholars benefit, however, by an environment created in which everyone feels safe, feels accepted, and feels able to learn.

**Updated information of charter is on
page 28 of new charter.**

Figure 2. Overview of Susan Kovalik's Highly Effective Teaching Model



Biology of Learning. The Highly Effective Teaching model is based on five principles of learning that come from brain research. They are:

1. Intelligence is a function of experience.
2. Learning is an inseparable partnership between brain and body.
 - a. Emotion is the gatekeeper to learning and performance.
 - b. Movement enhances learning.
3. There are multiple intelligences or ways of solving problems and/or producing products.
4. Learning is a two-step process:
 - a. Step one: Making meaning through pattern seeking. (Input)
 - b. Step two: Developing a mental program for using what we understand and wiring it into long-term memory. (Output)
5. Personality/temperament impacts learning.

Conceptual Curriculum. Kovalik's Highly Effective Teaching model suggests five elements of conceptual curriculum aid in optimal learning:

- 1) Sensory-rich experiences
- 2) Organizing concepts
- 3) Key points
- 4) Inquiry helps students to understand "how" and to incorporate the multiple intelligences and pull from the state and district standards
- 5) Social/political action

The two guiding questions that help in the development of the conceptual curriculum are:

- 1) What do I want my students to UNDERSTAND?
- 2) What do I want them to DO with what they understand?

Instructional Strategies. In the model, instructional strategies that facilitate and support optimal learning include: respectful relationships, classroom management and leadership, and CORE (collaboration, organization, reflection, engagement) instruction.

2. Findings from Studying School Organizations

Updated information of charter and is on page 30 of new charter.

Instead of looking at learning from an individual perspective, another group of researchers studied how schools organized themselves to produce learning. They examined schools at which a high percentage of students were successful and then identified common variables. The U.S. Department of Education's recent study on charter schools, for example, concluded that the following elements were common to schools in their study: leading with a mission and staying mission-driven, strong accountability system, highly collegial culture focused on continuous improvement, supportive school environment, and parents engaged as real, not nominal, partners.

Similarly, Jim Cummins, in his study of Arizona schools that "beat the odds," found

corresponding variables. Given the ethnic and socioeconomic background of the student bodies, the schools were not expected to produce as many high-scoring Hispanic/Latino students as they did. He found the schools had the following common elements: A clear bottom line, a focus on individual students, ongoing assessments, collaborative solutions, and strong and steady principals.

The Effective Schools literature revealed a list of similar variables. They included the following: clear and focused mission, time on task, frequent monitoring of student progress, safe and orderly environment, strong instructional leadership, a climate of high expectations for success, and positive home-school relationships.

In summary, organizational researchers suggested that learning best occurs when staff members are highly collaborative, mission-driven, student-driven, and data-driven, as summarized in Table 10.

Table 10. Common Organizational Features Supporting Learning

Feature:	US Dept. of Ed. 8 charter schools	Cummins' Beat the Odds 12 schools	Effective School literature
Mission	Leading with a mission and staying mission-driven	Clear bottom line focused on each student	Clear and focused mission. Time on task
Monitoring progress with data	Strong accountability system	Ongoing assessment	Frequent monitoring of student progress
Environment	Supportive school environment		Safe & orderly environment
Leadership		Strong & steady principal	Instructional Leadership
Collaborating to make continuous improvements	Highly collegial culture focused on continuous improvement	Collaborative solutions	Climate of high expectations for success
Parent involvement	Engage parents as real, not nominal, partners		Positive home-school relationships

Information of charter and is on pages 31 and 32 of new charter.

F. The Education Plan Components

The educational plan has four components. Each component is described below by examining its elements. The four components are:

1. Create a body-brain compatible infrastructure to stimulate natural learning.
2. Create a safe environment with a sense of community, belonging, and self-confidence.
3. Teach to mastery.
4. Provide high quality and timely professional development.

1. Educational Plan Component 1: Create a Body-Brain Compatible Infrastructure to Stimulate Learning

This component is composed of seven elements: school size, class size, flexible attendance days and hours of instruction, year-round calendar, flexible daily schedule, after school and off track programs, and mandatory attendance. The NJB educational plan reorganizes the traditional school infrastructure to control time, a precious resource. Every Wednesday, for example, is a

shortened day to provide teachers with adequate time to collaborate, which in turn leads to high quality teaching and learning.

a. ~~School Size~~

~~At maximum capacity, NJB will serve approximately 350 scholars, ages 5 through 13 in grades Kindergarten through sixth with an average of approximately 24 scholars in primary classes and 26 in intermediate classes. The 350 cap on enrollment is supported by research. Barker and Gump, for example in their seminal work *Big School Small School* (1964), suggested that small school size has more impact than small class size on academic achievement. Small school size, in comparison to large school size also contributes greatly to creating a sense of belonging, social significance, participation and responsibility. <http://www.amazon.com/Big-School-Small-Student-Behavior/dp/0804701954>~~

Updated information and new format of charter and is on page 49 of new charter.

b. ~~Class Size~~

~~The plan is for two classrooms at each grade: one being staffed by a bilingual/biliterate teacher as needed. English will be the medium of instruction. The bilingual teacher would provide primary language support in the primary language to both students and parents. Historically, most English learners attending the old Joseph Bonnheim spoke Spanish as their primary language.~~

Beginning the second year, if funding permits, we will begin limiting class size in the kindergarten classes to 24 scholars. Each year, the next grade will be reduced until all primary classes have 24 scholars as shown in Table 11. This action is intended to comply with the Local Control Funding Formula (LCFF) requirement for class size in the primary grades.

Table 11: Projected enrollment by grade level 2014-15 to 2018-19
(Two classrooms at each grade)

Year	K	1st	2nd	3rd	4th	5th	6th	Total
2014-15	40	50	50	44	50	45	44	323
2015-16	48	48	50	50	50	50	50	346
2016-17	48	48	48	50	50	50	50	344
2017-18	48	48	48	48	52	52	52	348
2018-19	48	48	48	48	52	52	52	348

c. ~~Flexibility Over Days of Attendance and Hours of Instruction~~

~~The New Joseph Bonnheim (NJB) Steering Committee has scheduling flexibility over attendance days and hours of attendance. The Petitioners have been working with the Sacramento City Teachers Association (SCTA). SCTA is supportive.~~

~~Both the annual instructional calendar and daily schedules are developed to maximize teacher collaboration and planning time. This is supported by the research on organizing schools and on how the brain works. Teachers need time to analyze student work and to develop curriculum. At the same time, NJB's daily schedule and annual calendar were designed to meet the state's requirements for instructional minutes as shown in Table 12.~~

Table 12. Minimum Minutes of Instruction Required by Ed. Code

Grade	Until June 30, 2015	Beginning July 1, 2015	# minutes of instruction NJB
K	34,971	36,000	42,000
1 st – 3 rd	48,960	50,400	54,178
4 th – 6 th	52,457	54,000	54,178

The state requirement for 200 minutes of physical education every ten days is optional for charter schools if it is so stated in the charter petition. NJB will opt out in order to maximize flexibility in scheduling attendance days and hours of instruction. The school's body-brain approach, however, will likely generate more than 200 minutes of physical activity. The flexibility of opting out allows the Steering Committee to choose a non-P.E. content area for teachers' required preparation periods without having to document each of the 200 minutes for P.E.

d. Year-Round Calendar Updated information and format change of charter and is on pages 32 and 33 of new charter.

NJB will use a 175-day instructional calendar. This is the minimum number of days required for charter schools by the state. Teachers will work an additional five non-instructional days devoted to professional development and one additional professional workday for a total of 181 service days.

During the first year (2014-15) an annual instructional calendar very similar to the one anticipated to be adopted by SCUSD will be used. During the second through fifth years, a 175-day year-round instructional calendar will be used. Each year the school's Steering Committee will finalize and submit to SCUSD the next year's instructional calendar by December 1, or by a date agreed upon with SCUSD, except in the first year the next year's calendar (2015-16) will be finalized by January 31, 2015. Draft calendars appear in Figures 3 through 7.

e. Flexible Daily Schedule

Currently the daily schedule for Year 1 calls for 1st through 6th grade students to attend NJB between 8:15 AM and 2:48 PM on Monday, Tuesday, Thursday, and Friday. The 36 Wednesdays during the instructional year, start at the same time but dismiss at 12:15 PM. The early dismissal allows for staff collaboration, professional development, curriculum development, and meetings (e.g., IEP, staff) with minimal disruption to the instructional day. Eight additional shortened days have been set aside for parent-teacher conferences as shown in Table 13.

Table 13. Tentative Length of Instructional Days in Year 1 for Grades 1 - 6

# of Days	Grade 1 - 6
131	Regular days 8:15 to 2:48 with a 15 minute morning recess and a 40-minute lunch.
36	Shortened Wednesdays with three closest to the end of each trimester reserved for updating reports and records. 8:15 – 12:15.
8	Shortened days to be determined for parent teacher conferences. 8:15 – 12:15
175	Total Instructional Days

As previously mentioned, in addition to the 175 instructional days, teachers have five non-instructional professional days for training and one non-instructional professional work day.

Currently, the kindergarten instructional day is scheduled to begin at 8:15 and end at 12:15 for 175 days. Within this 240-minute day is a scholar lunch period supervised by teachers. This presents a perfect opportunity to teach nutrition. After kindergarten dismissal and after their own 40-minute lunch break, kindergarten teachers will have an hour of preparation time and will then provide 30 minutes of intervention support to selected 1st or 2nd graders on non-shortened days.

~~Table 14. Tentative Daily Schedule *~~

	Kinder	Primary	Intermediate
Start	8:15	8:15	8:15
Morning Movement & first instructional block 2 hrs.		8:15-10:15	8:15-10:15
Recess 15 minutes		10:15-10:30	10:15-10:30
2nd block instructional time 1.5 hrs.		10:30-12:00	10:30-12:00
Lunch 40 minutes. Appx. 20 min. for Kinder *	11:15-11:35	12:00-12:40	12:00-12:40
3rd instructional block 2 hr. & 8 minutes		12:40-2:48	12:40-2:48
Dismissal	12:15	2:48	2:48

* Kinder teacher lunch 12:30 to 1:10 appx. Kinder teacher intervention for selected students in 1st and 2nd grade. Appx 30 minutes each day between 1:15 and 2:45 on M-T-R-F regular days. Will be tweaked before 4th day of instruction with input from teachers and parents.

~~During Year 1, the Steering Committee will include input from parents, teachers, community members, and district staff to develop the next year's instructional calendar and daily schedule. This procedure will be part of the annual process to update the Local Control Accountability Plan (LCAP).~~

f. After School and Off Track Programs for Scholars

Updated information and format change of charter and is on page 33 of new charter.

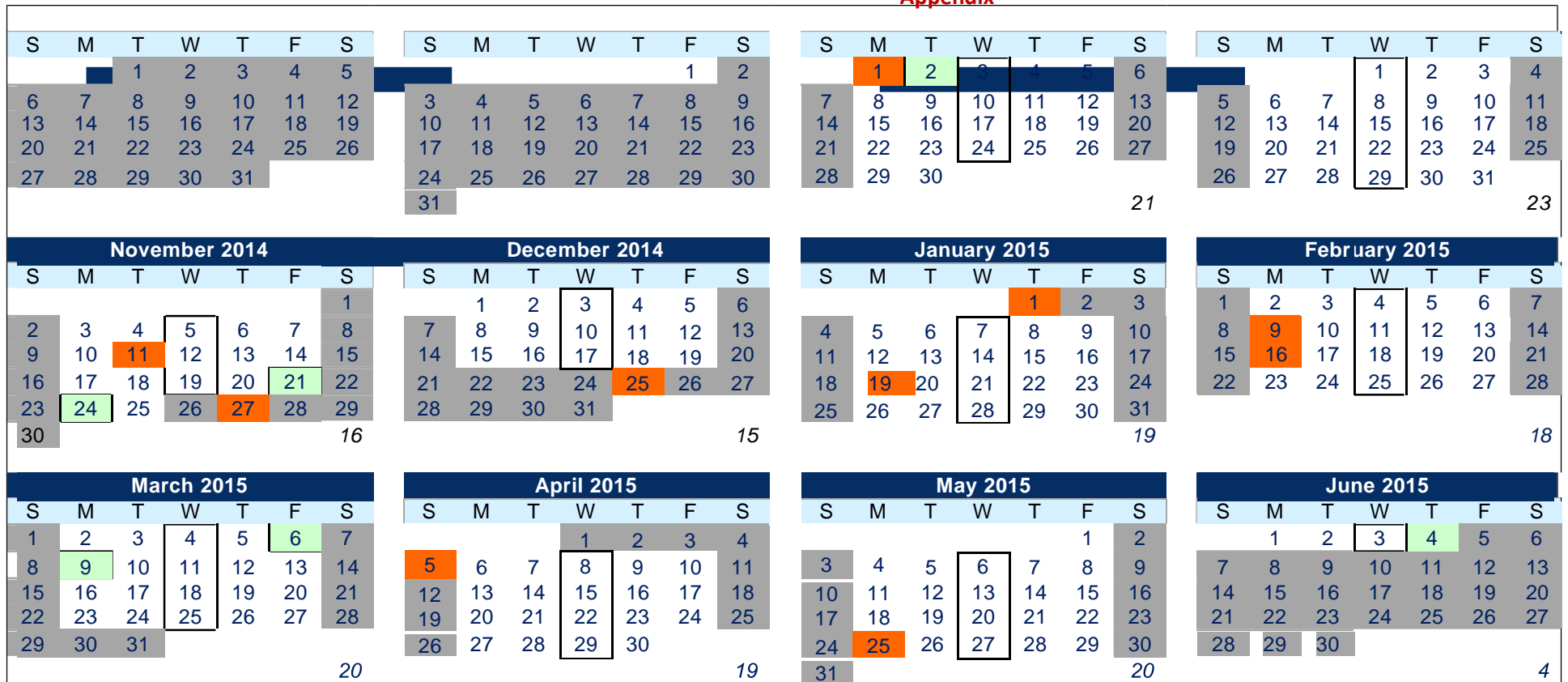
During off track periods and after school, NJB will work with third party independent contractors like Luminous Minds <http://www.luminousmindsinc.com>, and Club Z <http://clubztutoring.com/sacramento/about/difference> to provide additional learning support for NJB scholars. Independent contractors working with NJB will need to follow the school's character education program. An orientation session will be provided to orient them to NBJ's approach to growing scholars.

g. Attendance Requirements

Scholars are required to attend school every day per the state compulsory attendance laws, unless ill or for another legitimate reason such as bereavement. At the beginning of the year, families will be provided with information regarding the importance of regular attendance.

Figure 3. Year 1 Calendar for 2014-15 Draft

Format change: Calendars placed in Appendix



- * 1. Mon., Sept 1, 2014 Labor Day Holiday
- 4. Fri., Nov 21, 2014 - End 1st Trimester 58 days
- 7. Mon., Dec 1, 2014 - Instruction resumes
- 10. Mon., Jan 19, 2015 - MLK Jr. Day Holiday
- 13. Fri., Mar 6, 2015 - End 2nd Trimester 59 days
- 16. Mon., May 25, 2015 - Memorial Day

- 2. Tues. Sept 2, 2014 - 1st day of instruction
- 5. Mon., Nov 24 2nd Trimester starts
- 8. Mon., Dec 22-Jan 4, 2015 - Winter Break
- 11. Mon., Feb 9, 2015 Lincoln Birthday
- 14. Mon., Mar 9, 2015 - 3rd Trimester starts
- * 17. Tues. June 4, 2015 - End 3rd Trimester 58 days

- 3. Tues. Nov 11, 2014 - Veterans Day Holiday
- 6. Wed. - Fri., Nov 26-28 - Thanksgiving Break
- 9. Mon., Jan 5, 2015 - Instruction resumes
- 12. Mon., Feb 16, 2015 Presidents Day
- 15. Mar 30-Apr 3 - Spring Break. Easter is April 5 this year

* The first and the last day may be pushed back to Monday, September 8, 2014 and Wednesday, June 10, 2015 respectively if the State Board of Education does not issue a charter number for NJB until its September 3-4, 2014 meeting.

Figure 4. Year 2 Calendar for 2015-16 Draft



Figure 5. Year 3 Calendar for 2016-17 Draft



1. Mon., Aug 1, 2016 1st day of instruction
 4. Oct 29 to Nov 27 - Off Track
 7. Mon., Nov 28, 2016 - Begin 2nd Trimester
 10. Mon., Jan 16, 2017 - MLK Jr. Holiday
 13. Mar 4 to Apr 2 - Off Track
 16. Mon., May 29, 2017 - Memorial Day Holiday

2. Mon., Sept 5, 2016 - Labor Day Holiday
 5. Wed., Nov 11, 2016 - Veterans Day Holiday
 8. Dec 17 to Jan 1, 2016 - Winter Break
 11. Mon., Feb 20, 2017 - Presidents Day Holiday
 14. Mon., Apr 3, 2017 - Begin 3rd Trimester
 17. Thur., June 15, 2017 - End 3rd Trimester 53 days

3. Fri., Oct 28, 2016 - End 1st Trimester 64 days
 6. Thur., Nov 24, 2016 Thanksgiving Holiday
 9. Mon., Jan 2, 2017 Instruction resumes
 12. Fri., Mar 3, 2017 - End 2nd Trimester 58 days
 15. Easter on April 16, 2017 this year

Figure 6. Year 4 Calendar for 2017-18 Draft



1. Mon., Aug 7, 2017 1st day of instruction
 4. Oct 28-Nov 26 - Off Track
 7. Mon., Nov 27, 2017 - Begin 2nd Trimester
 10. Mon., Jan 15, 2018 - MLK Jr. Holiday
 13. Feb 24-Apr 1 - Off Track
 16. Mon., May 28, 2018 - Memorial Day

2. Mon., Sept 4, 2017 - Labor Day Holiday
 5. Wed., Nov 10, 2017 - Veterans Day observed
 8. Dec 23 - Jan 7 - Winter Break
 11. Mon., Feb 19, 2018 - Presidents Day Holiday
 14. Easter on April 1, 2018 this year
 17. Thurs, June 21, 2017 - End 3rd Trimester 58 days

3. Fri., Oct 27, 2017 - End 1st Trimester 59 days
 6. Thur., Nov 23, 2017 - Thanksgiving
 9. Mon., Jan 8, 2018 Instruction resumes
 12. Fri., Feb 23, 2018 - End 2nd Trimester 58 days
 15. Mon., April 2, 2018 - 3rd Trimester starts

Figure 7. Year 5 Calendar for 2018-19 Draft



1. Mon., Aug 6, 2018 1st day of instruction
 4. Oct 27 - Nov 25 - Off track
 7. Mon., Nov 26, 2018 instruction resumes
 10. Mon., Jan 21, 2019 - MLK Jr. Holiday

2. Mon., Sept 3, 2018 - Labor Day Holiday
 5. Mon., Nov 12, 2018 - Veterans Day Holiday observed
 8. Dec 22- Jan 6, 2019 - Winter Break
 11. Mon., Feb 18, 2019 - Presidents Day Holiday

3. Fri., Oct 26, 2018 - End 1st Trimester 59 days
 6. Nov 22 Thanksgiving
 9. Mon., Jan 7, 2019 Instruction resumes
 12. Fri., Mar 1, 2019 - End 2nd Trimester 58 days

13. Mar 2 - 31, 2019 off track

16. Mon., May 27, 2019 - Memorial Day

14. Mon., Apr 1, 2019 - Begin 3rd Trimester

17. Thur., June 20, 2019 - End 3rd Trimester 58 days

15. Easter on April 21, 2019 this year

2. Educational Plan Component 2: Create a Safe Environment with a Sense of Community, Belonging, and Self-Confidence.

This component has four elements: building and maintaining strong relationships, living by a common set of values at school, developing a health mindset, and creating effective procedures schoolwide and in each classroom. According to the Highly Effective Teaching Model, full implementation of these elements will accelerate learning.

Updated information of charter and is on pages 34 and 35 of new charter.

a. Building and maintaining strong relationships

Earlier in this document, Horacio Sanchez was cited for his suggestion that students learn best when they come to school and feel safe, feel welcome, and feel that those at school can help them learn. He emphasized the importance of *relationships, relationships, relationships* with adults at school in neutralizing the effect of difficult circumstances in the home environment.

Taking his suggestion, NJB will focus on building relationships with each student and with each student's family. It is very important to understand President Theodore Roosevelt's observation, *"Nobody cares how much you know, until they know how much you care."*

Each year, teachers will make at least one home visit to the home of each of their scholars. Teachers at each grade level will learn and use the names of every scholar at his/her grade level. Teachers will teach parents how to analyze their child's achievement data and work with them as partners.

b. Living by a Common Set of Values

A common set of values and language will be created at NJB based on the LIFESKILLS, Lifelong Guidelines, and the Efficacy principles. They are the foundation of NJB's character education program. Teachers, principal, and other staff will use "Target Talk" as a method of training. The values will be integrated schoolwide, including the classroom and all other areas of the school following a positive discipline program that is based on Jane Nelson's work. According to Nelson, consequences should be reasonable, related, respectful, and responsible.

<http://www.positivediscipline.com>.

Table 15. Lifelong Guidelines

Trustworthiness	To act in a manner that makes one worthy of trust and confidence
Truthfulness	To be honest about things and feelings with oneself and others
Active Listening	To listen with the intention of understanding what the speaker intends to communicate
No Put-Downs	To never use words, actions, and/or body language that degrades, humiliates, or dishonors others
Personal Best	To do one's best given the circumstances and available resources

Table 16. LIFESKILLS

Caring	To feel and show concern for others
Common Sense	To use good judgment
Cooperation	To work together towards a common goal or purpose
Creativity	To generate ideas; To create something original or redesign through imaginative skill
Courage	To act according to one's beliefs despite fear of adverse consequences
Curiosity	To experience the desire to investigate and seek understanding of one's world
Effort	To do your best
Flexibility	To be willing to alter plans when necessary
Friendship	To make and keep a friend through mutual trust and caring
Initiative	To do something, of one's own free will, because it needs to be done
Integrity	To act according to a sense of what's right and wrong
Organization	To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use
Patience	To wait calmly for someone or something
Perseverance	To keep at it
Pride	To gain satisfaction from doing one's personal best
Problem Solving	To create solutions to difficult situations and everyday problems
Resourcefulness	To respond to challenges and opportunities in innovative and creative ways
Responsibility	To respond when appropriate; To be accountable for one's actions
Sense of Humor	To laugh and be playful without harming others

c. Developing a Healthy Mindset

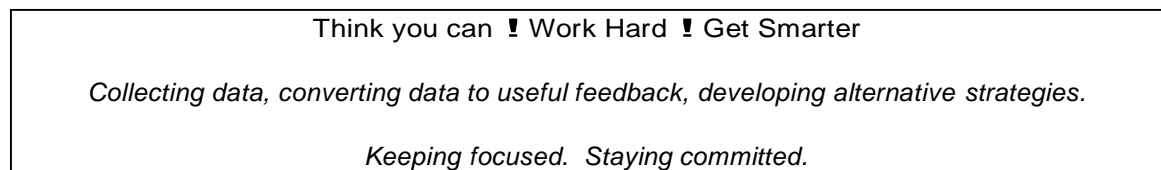
Updated information of charter and is on pages 35 and 37 of new charter. Added 7-Habits

Jeff Howard and the Efficacy Institute developed an approach for students and teachers that empowers them with a healthy mindset. The model called the Self-Directed Improvement System (SDIS) has its roots in developmental psychology and social psychology. One of the major ideas is: smart is not something you are, it is something you get by working hard; knowledge is constructed.

Efficacy assumes that everyone has intelligence, but not everyone knows how to get smarter. The first step is to believe you can get smarter. If you believe you can, then you will work hard. If you work hard by keeping focused, by staying committed, and by developing alternative strategies when you encounter an obstacle, then you will get smarter.

With success comes increased self-confidence, which boosts the momentum required to keep the cycle going. New success strategies are created by using the Data-Feedback-Strategy (DFS) method which involves: 1) identifying a target; 2) collecting data about how one is doing in relation to the target; 3) converting data to useful information, and then, 4) using the useful information to create strategies. The Data-Feedback-Strategy method can be used by students and teachers in various situations, from shooting basketballs in PE to teaching long division successfully to all scholars.

Figure 8: The Efficacy Approach



The Self-Directed Improvement System (SDIS) also states that you don't get smarter unless you are challenged in your Zone of Development (ZOD). This is an area a little beyond your current abilities and knowledge. Goals in the ZOD are difficult, but they can be achieved if you work at it. On either side of the ZOD are the "Too Easy" Zone and the "Too Hard for Now" Zone. In the former, you get bored. In the latter, you get frustrated. The Zone of Development is where you get smarter and develop your knowledge and abilities.

Other strategies found in the Efficacy approach which help you get into and stay in your Zone of Development include: using the strong side over the weak side, attribute theory (explaining how and why people explain events as they do), using feedback to find your personal learning zone, and developing and using a support group. The underlying theme of these strategies is that the responsibility for development, and the ability to develop, rests with each individual. The strategies are the skills and attitudes that will be learned and taught by NJB staff and students to develop and improve in their personal Zone of Development.

d. Creating Effective Schoolwide and Classroom Procedures Result in Orderliness and a Sense of Safety

Effective procedures will be established, taught to scholars, and reviewed as needed. Effective procedures make clear how something is done whether it is asking questions in the classroom or going to use the restroom. Schoolwide procedures include playground rules and steps in the discipline process. Clear procedures reduce threat. Susan Kovalik's theory and Horacio Sanchez's work both suggest the absence of threat increases learning.

3. Educational Plan Component 3: Teach to Mastery

Information of charter is on page 38 of new charter.

Mastery teaching occurs when every student makes meaning of what is being taught and develops a pattern to connect the information to long-term memory. Mastery teaching involves three elements: a) Creating a Backward Standards Map to guide teaching; b) teaching, and re-teaching smartly until each scholar "gets it" and uses it; and c) having interesting and relevant materials to support planning and teaching.

a. Backward Standards Map

Teaching to mastery requires knowing what we want students to know and do. Thus, we begin with the end in mind by creating a Backward Standards Map (BSM). The term "backward" comes from the method of planning backward from the last day of instruction to the first day.

Teachers identify the key content area standards for their grade level in ELA, math, science, history, writing, P.E., and visual & performing arts. Then they identify when each content area standard will be taught. In addition, NJB maps will include: 1) social action projects, 2) the civic education ideas shown in Table 17 and Figures 9 and 10, 3) the eight state priorities described in

the Local Control Accountability Plan (LCAP) template, and 4) the monthly schoolwide concept related to agriculture. Water will be the first schoolwide concept introduced.

The BSM focuses on conceptual teaching so students are able to make daily connections between content and skills. It encourages teachers to plan ahead for “*Being There*” experiences (e.g., study trips), guest speakers, service projects, and more. The prep teacher will work with teachers at all grade levels to integrate their subject area (e.g., music, P.E., agriculture, science, etc.). Once completed, teachers will meet and align the seven grade level BSMs. This is an opportunity to coordinate content, concepts, and student-based projects across grade levels.

It is also an opportunity to coordinate the shortened Wednesday activities. As previously discussed, Wednesday is schoolwide concept and project day. Schoolwide concepts will be introduced on Wednesday by the Highly Effective Teaching (HET) Coach. The same concept is introduced schoolwide. This allows for siblings and friends across grade levels to discuss the same concept at home. **Update Information of charter and is on page 39 of new charter.**

Wednesday is also community service project day. It will be an opportunity to use knowledge and skills learned in class to serve the community. The 6th grade community service project, for example, might be to organize a farmers market to be held weekly at NJB for the community. The project would include researching key factors contributing to successful markets, contracting farmers, advertising in the community, and planning how to make the project self sustaining. Given that parts of the area near the school are considered “food deserts” by the US Department of Agriculture, this type of project would be a valuable community service.

The Backward Standards Map (BSM) also becomes the year-long pacing guide for the teacher and class. It helps to keep the end in mind. The map is an intentional and deliberate strategy to assist the brain in pattern seeking. When scholars are able to recognize a pattern for what is being taught, and it becomes meaningful, they are then able to build a mental program and commit the information to long-term memory. This increases the quality of instruction by eliminating the need to re-teach.

The BSM is not intended to be a rigid timeline to be followed to the minute. Having the end in mind, however, provides flexibility to take advantage of unplanned teachable moments and to look ahead, over the horizon, for opportunities. Moreover, when teachers are aware of each other’s BSM, they can help one another find useful materials.

The BSM will be shared with parents and scholars so they understand the learning expected of the scholars during the year. The BSM is an essential guide for demonstrating a clear understanding of and planning for teaching the grade-level Common Core Standards. For accountability, the BSM for each grade level team will be kept in a binder available for Steering Committee and for public browsing. Updated BSMs will be placed in the binder at the end of each trimester.

A Common Core compliant Backward Standards Map (BSM) similar to those that will used at NJB is shown in Appendix C. It was developed by the 1st grade team at Bowling Green Chacon Charter School. One teacher is Spanish/English bilingual. Both are willing to support NJB teachers in developing their own BSMs. Yav Pem Suab Academy principal Vince Xiong also offered to share his school’s Backward Standards Maps with the NJB staff. In addition to support from colleagues at other charter schools, NJB teachers have available the following resources to help develop Backward Standards Maps:

- ~~Common Core Standards (CCS) for ELA, math, science at CDE: <http://www.ede.ca.gov/re/ce/>~~
- ~~California Department of Education standards for content areas that do not have a set of Common Core Standards e.g., P.E.: <http://www.ede.ca.gov/be/st/ss/documents/pestandards.pdf#search=pe%20standards&view=FitH&pagemode=none>~~
- ~~Music: <http://www.ede.ca.gov/be/st/ss/mumain.asp>~~
- ~~Common Core Curriculum Maps in English Language Arts Grades K-5 by Jossey Bass.~~
- ~~Common Core Curriculum Maps in English Language Arts Grades 6-8 by Jossey Bass.~~
- ~~Common Core Learning Standards and curriculum at the Engage New York website: <http://www.engageny.org/common-core-curriculum-assessments>.~~
- ~~Khan Academy's uncommon standard's map approach to the Common Core: <http://www.khanacademy.org/commoncore>~~

~~Table 17. Scope and Sequence of NJB Initial Civics Curriculum—Draft~~

Grade ↓ Category below:	K	1	2	3	4	5	6
Community Service Project	Community Garden	Community Garden	Caretakers of Park	Caretakers of Park	Caretakers of veterans' final resting place	Addressing the problem of homeless community animals	Giving input to creating a city or county ordinance or a state law
Study of Key Documents	U.S. and State Symbols	Declaration of Independence	Constitution	Bill of Rights (Amendments 1-10)	Declaration of Independence	The Constitution and state rights	Gettysburg Address
Study of Units of Government	Local government	U.S. Treasury	Three branches of government	Local government	State government	Three branches of government	Federal
Biographies and Books	Ben Franklin	Martin Luther King, Jr.	George Washington Carver	Cesar Chavez; Susan B. Anthony	George Washington; Thomas Jefferson; John Adams	Abraham Lincoln	—Martin Luther King —Rosa Parks —Profiles in Courage by John Kennedy
Speakers	Veterans	Veterans	Members of City Council	Members of City Council	Veterans	Legislator and/or judge	Member of Congress
Internet	Iknewthat.com	Iknewthat.com	Iknewthat.com	icivic.org	icivic.org	icivic.org	icivic.org
"Being There" Experiences	Law Enforcement	Wells Fargo Museum	State Capitol	Assembly and Senate chambers	Governor's Office	Federal Courthouse	Athens, Greece —Democracy
Songs	"America"	"Star-Spangled Banner"	"This Land is Your Land"	"I Love You, California"	"Star-Spangled Banner"	John Phillip Souza marches	"America the Beautiful"
Defenders of Democracy	Law Enforcement K-9s	Military	Lawmakers	Law Enforcement	Military	Lawyers	Private citizens

Updated information and format change is embedded in BSM and in appendix of charter of new charter.

Figure 9. Six Practices Advocated by the Campaign for the Civic Mission of Schools

The Campaign for the Civic Mission of Schools: Educating for Democracy urges all schools K-16 to adopt these practices, which have been shown by research to provide the most effective and comprehensive approach to ensuring all students receive the civic knowledge and skills necessary for informed and engaged citizenship. These six proven practices are:

- 1. Classroom Instruction:** Schools should provide instruction in civics & government, history, economics, geography, law, and democracy. Formal instruction in these subjects increases civic knowledge and increases young people's tendency to engage in civic and political activities over the long term. However, schools should avoid teaching only rote facts about dry procedures, which is unlikely to benefit students and may actually alienate them from civic engagement.
- 2. Discussion of Current Events and Controversial Issues:** Schools should incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives. When students have an opportunity to discuss current issues in a classroom setting, they tend to have a greater interest in civic life and politics as well as improved critical thinking and communication skills.
- 3. Service-Learning:** Schools should design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.
- 4. Extracurricular Activities:** Schools should offer opportunities for young people to get involved in their schools or communities outside of the classroom. Studies show that students who participate in extracurricular activities in school remain more civically engaged than those who did not, even decades later.
- 5. School Governance:** Schools should encourage meaningful student participation in school governance. Giving students more opportunities to participate in the management of their classrooms and schools builds their civic skills and attitudes.
- 6. Simulations of Democratic Processes:** Schools should encourage students to participate in simulations of democratic processes and procedures. Evidence shows that simulations of voting, trials, legislative deliberation and democracy, leads to heightened civic/political knowledge and interest.

<http://www.civicmissionofschools.org/educators/six-proven-practices>

~~Figure 10. List of Civic Skills and Dispositions—The Campaign for the Civic Mission of Schools~~

Civic Content Knowledge. Civic content includes both core knowledge and the ability to apply knowledge to different circumstances and settings.

- Key historical periods, episodes, cases, themes, and experiences of individuals and groups in U.S. history
- Principles, documents, and ideas essential to constitutional democracy
- Relationship between historical documents, principles, and episodes and contemporary issues
- Structures, processes, and functions of government; powers of branches and levels of government
- Political vehicles for representing public opinion and effecting political change
- Mechanisms and structure of the U.S. legal system
- Relationship between government and other sectors
- Political and civic heroes
- Social and political networks for making change
- Social movements and struggles, particularly those that address issues as yet unresolved
- Structural analyses of social problems and systemic solutions to making change

Civic Skills: Intellectual. Intellectual civic skills encompass knowing how to identify, assess, interpret, describe, analyze, and explain matters of concern in civic life.

- Critical thinking
- Perspective-taking
- Understanding, interpreting, and critiquing various media
- Understanding, interpreting, and critiquing different points of view
- Expressing one's opinions
- Active listening
- Identifying public problems
- Drawing connections between democratic concepts and principles and one's own life experience

Civic Skills: Participatory. Civic participatory skills encompass knowing how to cope in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change.

- Engaging in dialogue with those who hold different perspectives
- Active listening
- Communicating through public speaking, letter writing, petitioning, canvassing, lobbying, protesting
- Managing, organizing, participating in groups
- Building consensus and forging coalitions
- Community mapping
- Utilizing electoral processes
- Utilizing non-electoral means to voice opinion (protest, petitioning, surveying, letter writing, boycotting, and so on)
- Planning and running meetings
- Utilizing strategic networks for public ends
- Organizing and demonstrating

Civic Dispositions. Civic dispositions encompass interpersonal and intrapersonal values, virtues, and behaviors.

- Tolerance and respect
- Appreciation of difference
- Rejection of violence
- Concern with the rights and welfare of others
- Commitment to balancing personal liberties with social responsibility to others
- Personal efficacy
- Sense of belonging to a group or polity
- Readiness to compromise personal interests to achieve shared ends
- Desire for community involvement
- Attentiveness (to civic matters, the news, etc.)

<http://www.civicmissionofschools.org/educators/civic-competencies>

b. Step 2. Teaching and re-teaching smartly is the second step in the mastery teaching process

As teachers teach their students, it is important they check whether students “get it.” Checking for understanding must be built into the lesson. If some students do not “get it,” then the teacher must re-teach the skill immediately. Continual practice doing the skill incorrectly will build faulty patterns for the brain. Re-teaching means presenting the information in a new way and giving the student adequate time and exposure to master the skill. When appropriate, teachers will use technology to increase feedback to students.

If a student does not demonstrate mastery after re-teaching, then his/her work is brought to the daily collaboration meeting with the grade-level teammate. Mastery is defined as being able to teach something you learned to someone else. At the meeting, the student’s work is examined and the teammates make inquiries as to why the student did not “get it.” If a problem is beyond the scope of the grade-level team, other teachers and the principal will be consulted. Strategies for re-teaching are identified. If the teacher is unfamiliar with the strategy, he/she has an opportunity to practice it and receive coaching on the strategy. **Updated information of charter is on pages 40 and 41 of new charter.**

Teachers are expected and required to use brain-compatible strategies, including differentiation, planning with learning modalities in mind, building relationships, and thorough understanding of developmentally appropriate practices that work well with all categories of students including English learners, students with 504 plans, and gifted/talented students. Their learning needs will be addressed during the core instructional day in homogenous standards-based workshop groups for focused teaching and heterogeneous groups for application opportunities. Class size of 24 – 25 scholars allows teachers to manage the classroom for whole class direct instruction and small group instruction.

In addition, NJB teachers will individualize instruction as needed for each student to successfully grasp the content taught in class. These accommodations may include, but are not limited to highlighted textbooks, extended time on tests or assignments, peer assistance with note taking, frequent feedback, extra sets of textbooks for home use, computer aided instruction, enlarged print, positive reinforcements, behavior intervention plans, rearranging class schedules, visual aids, preferred seating assignments, taping lectures, oral tests, and individual learning contracts.

c. Gathering Curriculum and Materials for Mastery Teaching

A Backward Standards Map allows teachers to plan ahead and find proper materials to help students engage in meaningful learning. Because the BSM is standards-based, teachers can draw from a variety of sources for materials to help teach each standard. Sources include TeacherPayTeacher.com and Khan Academy. The latter recently introduced new grade-level “missions” aligned to the Common Core. In the Khan Academy program, *“each student will get their own learning dashboard that uses state-of-the art, adaptive software to identify gaps and show progress. Students also receive fun badges, energy points, and avatars along their grade-level missions.”*

The Highly Effective Teaching Coach will be in charge of helping teachers secure interesting and effective instructional materials aligned to the Common Core Standards. In addition to traditional materials, the Highly Effective Teaching Coach will gather agriculture-related materials to help scholars think beyond the obvious. As mentioned earlier, the Foundation for Agriculture in the Classroom and 4H have already pledged curriculum materials. The Walton Rural Life Charter

~~School in Walton, Kansas has been operating an agriculture-themed educational program for years and is another resource NJB plans to use. Walton is using an agriculture-themed curriculum.~~
<https://w-usd373-ks.schoolloop.com>

4. Educational Plan Component 4: Provide High Quality and Timely Professional Development

Staff at NJB will be provided the training needed to successfully carry out the charter. The entire teaching staff will attend the Highly Effective Teaching Summer Institute at Lake Tahoe July 14 – 17, 2014 if hired by then. If not, the staff will attend as a team the following summer to learn more about the model. Regardless of attendance in 2014, an intensive two week pre-service will be conducted for teachers in August. New staff will be made aware of this during the selection process. The content will include:

- Introduction to understanding the different aspects of the Highly Effective Teaching Model –Susan Kovalik
- LIFESKILLS and Lifelong Guidelines – Patty Harrington
- Training on how to create schoolwide and classroom procedures – Patty Harrington
- Using Efficacy in the classroom - Gennel Miles, teacher
- Gender matters – Dean Tannetwiz
- Second Language Acquisition – Jo Gusman
- Multiple Intelligences – Dr. Thomas Armstrong
- Creating Backward Standards Maps – Shannon Zavala and Teri Ha
- How to collaborate by looking at student data - TBA
- Common Core Standards – SCOE

Updated information of charter is on pages 41 of new charter.

For each topic covered, follow-up coaching by the various presenters will be made available.

In addition, during the first year, teachers will begin training with Guided Language Acquisition Design (Project GLAD) and Mona Brook's Monart drawing program. We will try to schedule the multiple all-day training sessions for these programs on the five non-instructional days that have not yet been identified. The exact dates will be selected after coordinating with the trainers.

The above topics will be reviewed on Wednesday afternoons during the year. Wednesdays are shortened instructional days. The afternoons are reserved for training, collaboration, and academic conferences. Additional topics to be covered on Wednesday include:

- Annual training on topics such as sexual harassment, mandated reporting, and Uniform Complaint process
- Universal precautions
- Special Education
- Accommodating students with disabilities – those with an IEP or a 504 plan
- How to conduct effective parent conferences
- Working with English Learners
- Project-based learning
- Subject matter content in science, math, reading, writing, etc.
- Positive Discipline
- Rubrics for project-based learning

- Assessments
- Preparing for the annual Smarter Balance Assessment
- Participating in the Steering Committee process at NJB
- Khan Academy
- Race and culture
- Steering Committee
- Neurodiversity
- Home visits

Updated information of SPED is on pages 46 to 48 of new charter.

Each year, including the first year, using the Steering Committee process, the staff will develop a Wednesday training schedule by October 10.

During the second year, staff will attend the July summer institute for Highly Effective Teaching, if the staff did not attend the first year. In addition, they will begin more in-depth training with the Efficacy Institute and with Horacio Sanchez on the topics of resiliency and temperament. Additional training topics will be decided upon using the Steering Committee process. The training will be mission driven, data driven, and student driven.

Each year of the charter, Steering Committee members will receive training that includes the Brown Act and Robert's Rules of Order.

G. Special Education

Our project-based approach to learning is ideal for students with different learning modalities. Moreover, NJB is committed to working with SCUSD Special Education Local Plan Area (SELPA) to ensure each student's special education needs are being met as outlined in his/her individualized education programs (IEP) and in accordance with applicable laws and with SCUSD policies and practices regarding students with special needs. NJB will work with SCUSD staff to provide any required special education services to pupils and to identify and refer students as needed for such services using SCUSD protocols. NJB is committed to securing such services as may be required by the IEP or in compliance with other laws governing students with disabilities, including Section 504 of the Rehabilitation Act. To the fullest extent possible, services will be provided in a full-inclusion setting.

NJB intends to function as a public school of the Sacramento City Unified School District for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Each year NJB operates as an arm of the district for special education purposes, NJB shall pay to the district an amount of funding per ADA equal to the amount the district spends from its general fund per ADA to support special education costs in the district. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend NJB are provided a free and appropriate education in accordance with each student's IEP. Unless otherwise agreed upon between NJB and SCUSD, NJB will be solely responsible for compliance with Section 504.

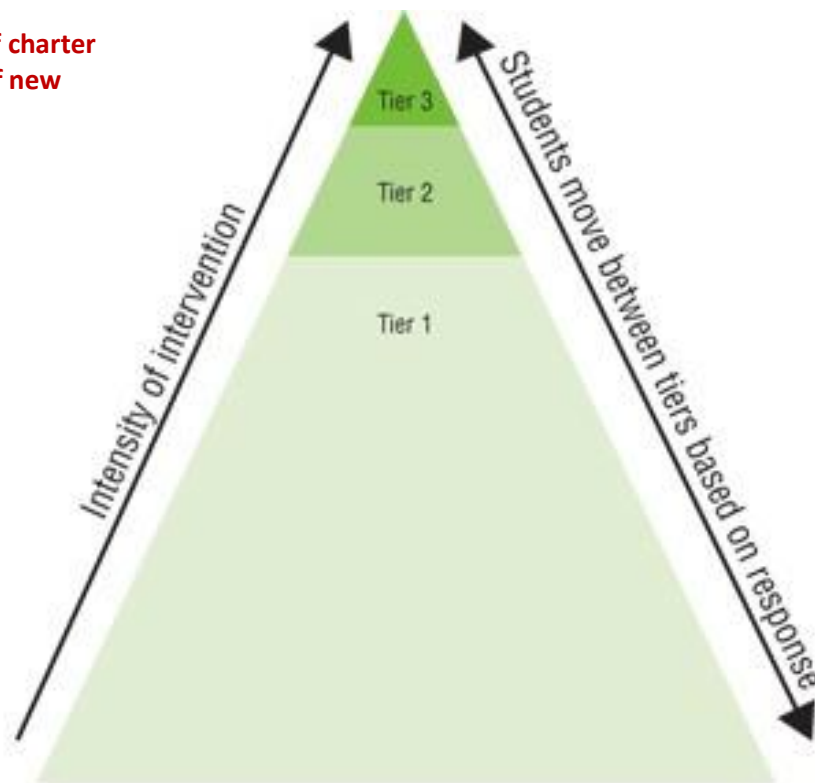
The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) mandated a multi-level prevention system in general education programs to maximize student achievement and to reduce behavior problems. Response to Intervention (RTI) was a recommended option. In the SCUSD Special Education Local Area Plan (SELPA), schools use RTI as the multi-level prevention system. The RTI process can also help schools evaluate their procedures and structures

“to ensure that students receive instruction and supports that are culturally and linguistically responsive to their students’ needs.”- SCUSD Response to Intervention (RTI) Manual.

The NJB mastery process described above is consistent with the RTI approach adopted by the SCUSD SELPA. The RTI approach has three tiers and is part of the general education program. The RTI approach reminds the petitioners to take a holistic view at how students learn and to take into consideration personal factors (e.g., medical problems, inadequate nutrition, difficult temperament and adjustment problems) and environmental conditions (e.g., school and peers, family, and neighborhood) when organizing meaningful and engaging curriculum and instruction for students.

Figure 11. The 3 Tiers of Response to Intervention (RTI)

Updated information of charter is on pages 42 and 43 of new charter.



Tier 1 represents the core instructional program all students receive. At least 80% of students experience success with the instruction provided. Anything less suggests the curriculum and/or the instruction is/are not working. In Tier 1, instruction is differentiated and personalized as much as possible to produce high results for all students. Use of field trips at the beginning of a unit, for example, increases exposure and creates prior knowledge for instruction in class. A structured and nurturing schoolwide environment, as another example, creates a sense of safety and belonging that is a prerequisite for learning by all students.

Teachers will examine student work on a regular basis. The shortened Wednesdays provide time in the afternoon for grade level teams to meet and examine student work. Based on student work, the team can determine if progress is being made. If not, the team identifies evidenced-based practices that work. These practices come from a variety of sources, including team members, the

principal, the nurse, other site staff, SELPA staff, the research literature, resources found on the Web (e.g., TeacherTube, YouTube, ProjectGlad.com, CDE website), and from consultants.

The RTI process calls for NJB teachers to look at how students learn and then adapt curriculum and instruction to help students be successful. When students are successful, teachers are successful. If the lack of learning is due to poor instruction, NJB teachers will take the initiative to identify evidenced-based practices that work, then they will rehearse using the practice before applying it in class. The regular examination of student work by each grade-level team is essentially a mini Student Study Team (SST). The RTI process also encourages accurately identifying barriers to learning and reducing the dramatic increase in misdiagnoses over the last 20 years reported by Howard Adelman and Linda Taylor in their 2010 book titled *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools* (2010).

As described above, creating a positive and supportive schoolwide environment that reaches into every corner of the school and into the home is an essential part of the core program in Tier 1, as well as in Tiers 2 and 3. In the NJB environment, students and staff will feel they belong, and that they can participate and learn. Adelman and Taylor remind us that *“(1) the behavior, learning, and emotional problems experienced by most youngsters stem from sociocultural and emotional factors not from psychopathology, and (2) such problems often can be countered through promotion of social and emotional development and preventive interventions.”*

Tier 2 represents a smaller group of students who may require additional help to be successful in Tier 1. This tier represents 10-15% of students. The supplemental interventions are 8 to 12 weeks in duration and are in addition to the core instruction. The interventions take place in small groups. An after-school or lunch-time tutoring group, for example, may be formed at the beginning of the school year in August to help 4th graders master multiplication so they can be prepared to learn and understand long division when it is introduced at the end of September. Or a support group may be formed to deal with anger management lasting two to three months. The group might be facilitated by the school nurse or by a part-time retired school counselor.

Tier 3 represents an even smaller group of students who need more intensive one-on-one interventions to achieve the same goals as other students in Tier 1. This tier represents 5-10% of students.

If interventions at each of the three tiers are ineffective and if poor teaching can be ruled out, then the next step is to determine if a particular student qualifies for Special Education services. If done well, the RTI process can be more efficient and accurate than the deficiency model used in the past to identify students for Special Education services.

Updated information of charter is on pages 43 and 44 of new charter.

H. English Learners

English learners will be identified by the Home Language Survey completed at registration and by the subsequent CEDLT score. Up to 50% of the students enrolling at NJB are expected to be English learners at various levels of proficiency. Lack of English fluency, however, is not a reason for not excelling in math, social studies, science, physical education, or visual & performing arts. We recognize becoming fluent in a second language takes many years. We intend to accelerate the acquisition of English proficiency with our brain-compatible approach. Our project-based approach to learning is ideal for EL students.

The brain-compatible approach used at NJB is consistent with the natural approach to second language acquisition advanced by Stephen Krashen and described by his *i+1* or Input Hypothesis (www.sk.com.br/sk-krash.html). The key to success is comprehensible and meaningful input received in a safe learning environment where one lowers his/her affective filter. His theory has its roots in Vygotsky's concept of the Zone of Proximal Development (ZPD). An individual's Zone is just a bit beyond what he/she already knows or can do alone. It is in this zone that students learn best. Thus, the instruction and curriculum in the Zone is not too hard, not too easy, but just right.

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." - Stephen Krashen

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." - Stephen Krashen

**Updated information
of charter is on pages
44 and 45 of new
charter.**

Earlier, we shared Susan Kovalik's conclusion that learning best occurs when the following 10 elements are present: Enriched Environment, Movement, Absence of Threat, Meaningful Content, Adequate Time, Immediate Feedback, Choices, Collaboration, Mastery, "Being There" Experiences.

By combining the natural approach with the brain-compatible approach, teachers at NJB will create lessons in which English Learners are thoroughly engaged throughout the day in learning English as a second language and in learning state content standards. Depending on a student's Zone of Development (ZOD), his/her primary language may be used to explain concepts. Otherwise, teachers will scaffold instruction and use strategies learned from, for example, Project GLAD (Guided Language Acquisition Design), including total physical response. In keeping with our instructional plan, one can expect to see many hands-on activities and field trips to create prior knowledge and to build vocabulary.

We recognize English Learners will be at different levels as determined by the CELDT. We also recognize natural development stages in learning a language: listening, speaking, reading, and writing. Teachers will take this into consideration as they create lessons to help their students reach state standards in English Language Development, English language arts, math, social studies, science, physical education, and visual & performing arts.

We also recognize the difference between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP), a distinction made by Jim Cummins. He pointed out, *"Conversational fluency is often acquired to a functional level within about two years of initial exposure to the second language whereas at least five years is usually required to catch up to native speakers in academic aspects of the second language. Failure to take account of the BICS/CALP (conversational/academic) distinction has resulted in discriminatory psychological assessment of bilingual students and premature exit from language support programs (e.g. bilingual education in the United States) into mainstream classes."* - www.iteachilearn.com/cummins/bicscalp.html.

English Learners will be re-classified as Fluent English Learners when they: 1) demonstrate fluency on the CEDLT, 2) score proficient or advanced on the English language arts portion of the state test, 3) are identified by their teachers as fluent, and 4) show authentic fluency with a product developed in class. These products are usually found in the student portfolios. The portfolios are identified in the “*Method by Which Pupil Progress is Measured*” section of this petition. Our standard would be such that credentialed teachers from high performing schools with a majority of English-only speakers will not be able to distinguish between a product created by a native English speaker and by a re-classified student. Re-classified students will be monitored on the above criteria for two years to be sure they do not need additional support.

I. Parents

In our efforts to provide the best possible learning environment for our scholars, NJB will work with families to develop opportunities and partnerships to improve student learning. In addition to the Steering Committee, parent partnerships include the English Learner Advisory Committee (ELAC), School Site Council (SSC), Home Visits, Volunteer Opportunities, Parent Teacher Association (PTA), Parent Workshops, Youth and Family Support Services, Parent Teacher Conferences, Student Study Team (SST), Family Night Activities, and Home-School Communication. Translation support will be provided as needed.

Updated information and format change of charter is on pages 45 and 49 of new charter.

Element B: Measurable Pupil Outcomes Now Element 2

(B) 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. Ed. Code 47605(b)(5)(B)

The outcomes in this section describe what we expect scholars to be able to do as a result of learning at NJB. In the next section, Element C, we describe how the outcomes will be measured. The outcomes are for all scholars. Element B and Element C taken together explain how we will inspect what we expect.

Earlier in Element A, we defined an educated person as a person who has a firm foundation in the basic academic skills for reading, writing, mathematics, and science. Thus we expect the following from each of our scholars, regardless of subgroup affiliation:

English Language Arts: Scholars will listen and speak clearly and concisely in English. Scholars will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.

Mathematics: Scholars will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Scholars will understand the connection between mathematics, science, and technology.

Science: Scholars will develop an understanding of physical, earth, and life sciences through application of the inquiry process and the scientific method.

Social Studies: Scholars will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. They will examine past and present civilizations from a variety of perspectives. Each scholar will learn to respect all cultures and better understand his/her own culture.

Physical Education: Scholars will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Scholars will understand the body and brain connection and use this knowledge to reach their full potential, physically and intellectually.

Visual and Performing Arts: Scholars will demonstrate their developing talents in the visual and performing arts. They will understand the arts are a form of communication among people from all cultures.

Social Skills: Scholar behavior will embody the tenets of the LIFESKILLS and the Guidelines for Living. Scholars will be able to identify, articulate, and apply the LIFESKILLS and Guidelines for Living when problem solving and interacting with others.

Updated information and format change of charter is on pages 60, 66 and 67 of new charter.

Civics Education: Scholars develop civic knowledge about institutions, leaders, key documents, important principles, and processes. They develop and use civic skills such as active listening, critical thinking, and expressing one's opinion. They learn and practice civic dispositions such as tolerance and respect. They grow to understand the rights, responsibilities, and duties of a citizen in our democracy.

In addition, we described an educated person as one who is linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his or her own learning. As such we expect our scholars to:

1. Think critically
 2. Collaborate with others
 3. Communicate effectively
 4. Be creative and innovative
 5. Demonstrate informational, media, and technological literacy
 6. Demonstrate moxie (i.e., a combination of confidence, courage, daring, spirit, and determination)
- Updated information of charter is on pages 67, 68 and 69 of new charter.**

Figure 12. Ed Code 47607 (a)(3)(B) and 52052(a)(3)

47607. (a) (3) (B) For purposes of this section, "all groups of pupils served by the charter school" means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.

52052. (a) (1) The Superintendent, with approval of the state board, shall develop an Academic Performance Index (API), to measure the performance of schools and school districts, especially the academic performance of pupils.

(2) A school or school district shall demonstrate comparable improvement in academic achievement as measured by the API by all numerically significant pupil subgroups at the school or school district, including:

- (A) Ethnic subgroups.
- (B) Socioeconomically disadvantaged pupils.
- (C) English learners.
- (D) Pupils with disabilities.
- (E) Foster youth.

(3) (A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils, each of whom has a valid test score.

(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

(C) For a school or school district with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board.

Element C: Methods to Assess Pupil Progress Toward Meeting Outcomes Now Element 3

(C) 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. Ed. Code 47605(b)(5)(C)

Section 47605 (c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

A. Purpose of Assessment

Scholar assessments are intended to provide information for decision-making. Decisions are made at the policy level (state and district) and at the scene of learning (classroom, school and home). The former generally relies on annual test scores and tends to be summative in nature. The latter is best served by on-going assessments that help teachers and scholars increase their capacity to teach and learn. Sometimes, a school staff will succumb to chasing a high annual test score.

At NJB, the focus on learning and using assessments to improve teaching and learning. Standardized testing is secondary, but recognized as important. In short, NJB is not about teaching to the test; NJB is about teaching scholars so they can demonstrate mastery of content and skills by using them for problem solving, for social action, and for teaching someone else. Assessments at NJB must be mission driven, scholar driven, and data driven. Assessments at NJB inform the Steering Committee, teachers, parents, administrators, and scholars on how they are doing so they can improve.

The NJB recognizes that the most effective assessments give scholars immediate feedback. In Kovalik's Highly Effective Teaching model, immediate feedback is one of the 10 elements that supports high level learning.

Updated information of charter is on page 69 of new charter.

B. State Assessments

As required by the state charter law, NJB will meet all statewide standards and conduct all mandated state assessments including the California Assessment of Scholar Progress and Performance (CAASPP), the California English Language Development Test (CEDLT), and the California Physical Fitness Test (PFT) as shown in Table 18.

Table 18. State Mandated Tests Used at NJB

Assessment Name	Purpose
(CAASPP) Smarter Balanced Assessment Consortium (SBAC) will be given at the end of each school year. Aligned to Common Core Standards.	Summative assessment for English language arts (ELA) and mathematics in grades three through six. In addition to measuring individuals, the results will contribute to describing the school's ability to teach all scholars.
(CAASPP) California State Test (CST) – Science.	Science assessment in grade five.
(CAASPP) California Modified Assessment (CMA) will be used for students who have an active IEP or 504 plan as an alternative to the .	To assess factual information, concepts, skills, and standards in Language Arts and math for students in grades three through six and Science in 5 th grade.
(CAASPP) California Alternate Performance Assessment (CAPA) will be given to students with an active IEP requiring modification above the CMA.	Summative assessment for English language arts (ELA) and mathematics in grades three through six
California English Language Development Test (CELDT) will be given to students identified as English Learners to determine English listening and speaking proficiency levels.	To assess the English language proficiency level in students grades kindergarten through six and reclassify students as necessary.
(CAASPP) Standards-Based Tests in Spanish (STS) will be given to Spanish speaking English learners who have been enrolled in a United States school less than 12 months.	To assess Language Arts and math achievement on concepts, skills, and standards in Spanish for students in grades three through six.
California Physical Fitness Test (PFT)	To show a level of fitness in grade 5.

Updated information of charter is on pages 71 and 72 of new charter.

C. School - Level Assessments

In addition to mandated state tests, NJB will use performance-based assessments to measure student progress on the outcomes described in Section B. Both standardized tests and performance-based assessments are needed to create an accurate picture of each student's growth.

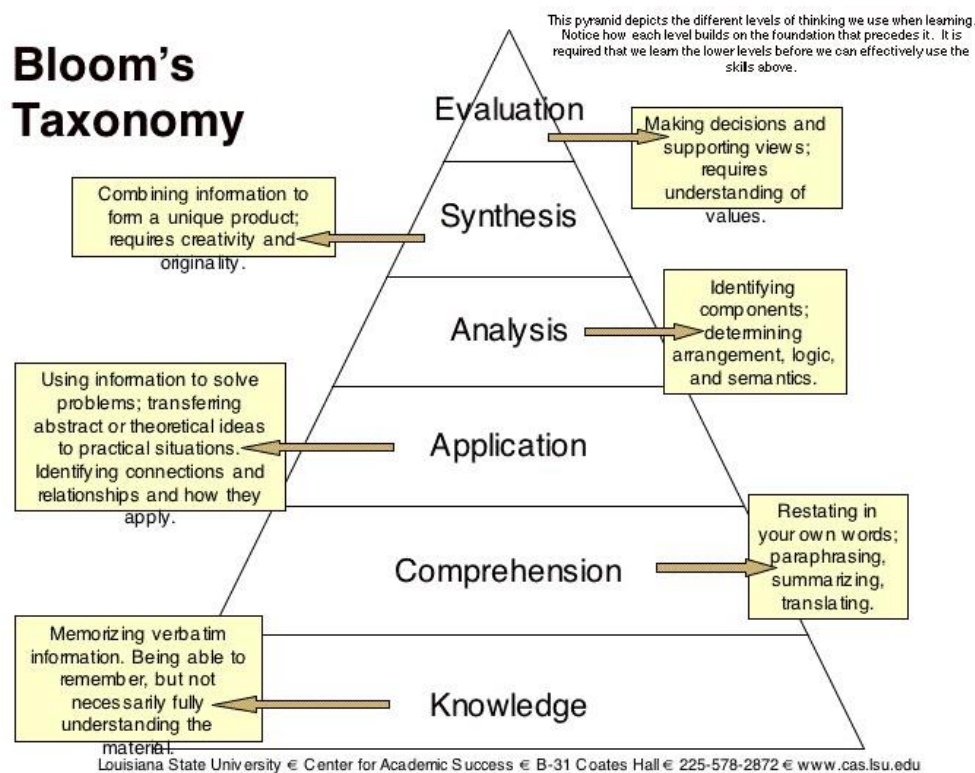
NJB teachers, administrators, and parents will use formative assessment tools that provide feedback on how scholars are progressing towards mastery. NJB will use criterion-referenced assessments in the classroom that satisfy assessing what Benjamin Bloom refers to as the knowledge, comprehension and application levels of understanding. These are the three lower levels of understanding. The higher levels of understanding are: analysis, synthesis and evaluation as shown in Figure 13. The assessments include the familiar spelling tests, math quizzes, and writing assignments. Grading for quizzes, teacher made tests, spelling test, and other tests of basic knowledge will be based on mastery. There will be two grades: IP (In Progress) and M (Mastery). Mastery is demonstrated by teaching someone what you learned or by using what you learned in a meaningful way.

Updated information of charter is on page 73 of new charter.

Standardized tests composed of multiple choice and fill-in-the blank questions are useful in testing the lower level thinking skills of knowledge and comprehension described in Bloom's Taxonomy. Bloom's levels from lower to higher thinking are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Performance-based assessments are able to determine the level of skill and ability at the higher levels.

The Common Core Standards set an expectation of thinking deeply. The previous standards encouraged levels of understanding referred to by Benjamin Bloom in his taxonomy as knowledge, comprehension and application. The Common Core Standards ask scholars to move to the taxonomy's higher levels of analysis, synthesis, and evaluation. The new Smarter Balance Assessment is moving in that direction and is aligned with NJB's Performance-based approach.

**Figure 13. Bloom's Taxonomy
Updated with Hess' Rigor Matrix
in Appendix of new charter**



Project Apple Seed's website succinctly describes the difference: Traditional testing requires students to answer questions correctly (often on a multiple-choice test), performance assessment requires students to demonstrate knowledge and skills, including the process by which they solve problems. Performance assessments measure skills such as the ability to integrate knowledge across disciplines, contribute to the work of a group, and develop a plan of action when confronted with a new situation. Performance assessments are also appropriate for determining if students are achieving the higher standards set by states for all students.

<http://www.projectappleseed.org/assessment.html>

The Office of Technology Assessment of the U.S. Congress describes performance-based assessment as testing that requires a student to create an answer or a product that demonstrates his or her knowledge or skills. Examples of performance-based assessments include:

- Group projects enabling a number of students to work together on a complex problem that requires planning, research, internal discussion, and group presentation.
- Essays assessing students' understanding of a subject through a written description, analysis, explanation, or summary.
- Experiments testing how well students understand scientific concepts and can carry out scientific processes.
- Demonstrations giving students opportunities to show their mastery of subject-area content and procedures.
- Portfolios allowing students to provide a broad portrait of their performance through files that contain collections of students' work, assembled over time.

One key feature of all performance-based assessments is that they require students to be active participants. They also focus attention on how students arrive at their answers and require students to demonstrate the knowledge or skills needed to obtain a correct answer. To illustrate understanding of geometry standards, a 4th grade student would be required to design a garden using appropriate units of measurement with at least 4 beds that have different perimeters but equal areas. A teacher can easily see if the student understands units of measurement, perimeter and area of rectangles, and performs mathematical computations correctly.

Table 19 describes performance-based and authentic assessments that relate to the school's instructional design and application of brain-compatible teaching and learning. Since we value the process and growth in learning, a variety of assessments are used throughout the year to gather individual student data.

Updated information of charter is on pages 73, 74 and 75 of new charter.

Table 19. Performance-Based and Authentic Assessments to be Used at NJB

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
Teacher-Made Tests and Quizzes <i>Measurement using a variety of intelligences</i>	Assessments created by the teacher that allow for student choice and variety to demonstrate an enduring understanding of core content knowledge and mastery of skills. These tests also allow for modification for students with special needs.	To measure student achievement on the significant learning objectives, benchmarks, or standards during a unit of study in all subjects and grades.
Observation Checklists <i>Records of evidence on skills, criteria, and behaviors</i>	A record-keeping device for teachers to track individual student progress and mastery of targeted skills. They contain room for anecdotal notes for qualitative data. Some examples include the Basic Phonic Skills Test (BPST), Running Records, and Words Their Way Inventories.	A formative assessment used to monitor growth and mastery. Determine a need for the intervention of individual scholars or groups. Checklist will be used in all subjects and grades.
Performance Tasks and Rubrics <i>Measures standards, application, and transfer</i>	Performance tasks provide evidence of a student's ability to apply skills and content learned to real-life problems and real-life applications. Teacher and student created rubrics will be used as the criteria for determining the adequacy of students' understanding of content and discrete skill ability.	Provide evidence of higher-level thinking skills, according to Bloom's taxonomy. A formative tool to measure standards for enduring learning and a summative tool to measure the final product, application,

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
		and transferability of content and skills.
Learning Logs and Journals <i>Measures student growth and thought-process to attaining an "answer"</i>	Journals provide insight into connections made by students based on personal importance, the world around them, and the current curriculum being taught. They contain students' opinions, are personal, and subjective. Learning logs contain the factual proof of learning that has occurred (i.e., science experiments, problem-solving entries, reading log, etc.).	A formative assessment that will be graded by a rubric. Grades K-1: Learning logs and journals will be compiled from teacher observations, checklists, and interviews in all subjects. Grades 2-6: Learning logs and journals will be written and compiled by students in all subjects.
Graphic Organizers <i>Measures knowledge and synthesis of core ideas and content</i>	Graphic organizers represent a student's ability to synthesize their knowledge learned through a mental map. They represent key skills like sequencing, comparing and contrasting, and classifying. Students can bridge connections and remember key concepts taught using a visual representation. Graphic organizers assess both student learning as well as student thinking. They will be graded by a rubric.	A visual representation of knowledge in all grades and subjects. Grades K-1: constructed using pictures and manipulatives. Grades 2-6: constructed using pictures, manipulatives, and/or written responses.
Metacognitive Reflection <i>Measures motivation, competence, and life-long learner characteristics</i>	Evidence of inner thought process through a learning experience into a written or oral reflection of what has been learned. Allow students to become aware of their thought process in order to transfer their learning into real-life situations in the future. It provides evidence of reasoning for answers given. Some types of metacognitive reflections include KWL charts, group processing, journals and logs, pluses/minuses/interesting (PMI) graphic organizers, and self-assessment questions.	A formative and summative assessment that provides evidence of transferability in all subjects. Grades K-1: students will practice and demonstrate metacognitive reflections orally. Grades 2-6: students will demonstrate metacognitive reflections in both written and oral formats.
Interviews and Conferences <i>Measures growth towards</i>	Structured conversations between the teacher and student to gather legitimate data on mastery of discrete skills and enduring knowledge of content standards. The most effective way to assess what pre-literate students think, know, and feel. Guides students to appreciate their progress, identify goals, and determine strengths and weaknesses in content knowledge and skills.	Evaluation of speaking and listening skills, knowledge of content, and mastery of standards in all grades and subjects.
Portfolios <i>Measures process, product, and growth</i>	Portfolios provide insight into the student's thought process and chronological growth over time of discrete skills and deep understanding of content knowledge. They demonstrate the growth and development. The types of portfolios that will be used are listed below: Integrated Unit Portfolios: a compilation of student work from 1 unit of study that ties together learning across disciplines (ELA, math, science, social studies, art, etc.) Yearlong Portfolios: a compilation of student work that contains key artifacts as evidence of growth, transferability, and enduring understanding. Literacy Portfolios: a compilation of student work that demonstrates growth and mastery of reading, writing, speaking, and listening skills and enduring understanding. Process and Standards Portfolios: a compilation of student work that demonstrates the thought process and revision of student work towards the pre-established expectation of "mastery."	Portfolios will be used across all subjects and grades. They demonstrate the interconnectedness of skills acquired and content mastered. They provide an opportunity for students to reflect on learning, growth, and areas of improvement. All goals set are reviewed by both the teacher and student to determine progress and transferability. Portfolios will be graded by two teachers using the same rubric to ensure consistency.
Multiple Intelligences <i>Provides evidence of student diversity, individualism, and creativity</i>	Assessments that incorporate more than one intelligence into the assessment. The eight intelligences according to Howard Gardner are visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, bodily/kinesthetic, interpersonal/social, intrapersonal/introspective, and naturalist. Some examples of authentic assessments using the multiple intelligences is listed below: Verbal/Linguistic Assessments: speeches, oral presentations, written reports, debates, storytelling, crosswords, paper-pencil tests, and portfolios.	To honor the diversity of student learning and gather evidence of student growth across all subjects and grades. To demonstrate the unique abilities of students to create products and solve problems.

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
	Logical/Mathematical Assessments: solving puzzles, developing outlines, creating chronological timelines, creating and explaining patterns, problem-solving activities (individual and group), observation checklists, portfolios, and lab experiments.	
	Visual/Spatial Assessments: the creation of artwork, photographs that convey learning, the use of math manipulatives, graphic organizers, poster/ charts/ and other illustrations that demonstrate higher levels of understanding, portfolios, and creating props for plays.	
	Bodily/Kinesthetic Assessments: role-playing, hands-on lab work, learning games, cooperative learning activities in learning centers, use of body language and gestures to convey meaning, and experiments.	
	Musical/Rhythmic Assessments: creating songs, chants, jingles, raps, or other forms of music to convey understanding of a concept being taught.	
	Interpersonal: group presentations, group performance task assignments, pair-share activities, jigsaws, portfolios, and conferences (student-student, student-teacher, student-administrator).	
	Intrapersonal: reflective journals, learning logs, goal-setting journals, metacognitive reflections, independent reading, portfolios, and diaries.	
	Naturalist: participation in outdoor activities, portfolios, and action-research on environmental studies and other science-related studies.	

Some of the performance-based and authentic assessments described in Table 19, require the use of a rubric to determine performance level. NJB will use Susan Kovalik's 3C's Rubric to assess Bloom's higher levels of understanding (analysis, synthesis, and evaluation). The 3C's Rubric is especially well suited to assess reports and social action projects. The 3C's Rubric encourages deep thinking or what Kovalik describes as "thinking beyond the obvious."

The 3C's of assessment are: **Updated information of charter is on page 76 of new charter.**

- Correct – Conforming to fact or truth; free from error, accurate.
- Complete – Having all parts or elements presented in an organized way for clear understanding.
- Comprehensive – Encompassing inclusive and extensive intellectual range or scope.

D. Parent Training

NJB's approach to assessment is different from what parents and scholars have traditionally received. The Steering Committee will organize training sessions for parents via the PTA, ELAC, and the Site Council. The training will provide information about grading with an IP or M verses grading with an A, B, C, D, or F. The training will also include an explanation of levels of understanding represented in Bloom's Taxonomy. In the NJB approach, everyone is expected to reach mastery, some sooner than others. As such, every scholar can earn a "M" grade.

The training will also include the work of Howard Gardner and Thomas Armstrong. Their work with multiple intelligences reminds us that there are different instructional approaches, some more successful than others, to help a particular scholar to mastery. As such, demonstrations of mastery may not be reflected in a paper and pencil test or on a computer test, especially when trying to

assess the higher levels of understanding in Bloom's Taxonomy: Analysis, Synthesis, and Evaluation. NJB addresses this challenge with Kovalik's 3C's Rubric.

E. Collaborative Assessment Meetings

The shorten Wednesdays provide an opportunity for quarterly Collaborative Assessment Meetings/Academic Conferences. During these meetings, teachers will meet with grade level partners, support staff, and the principal to discuss scholar work. Each scholar is monitored and the appropriate interventions, if necessary, are put into place. After each meeting, a report will be drafted on the data, which will be shared and discussed later during the next staff meeting and at Steering Committee.

F. Summary

At the classroom level, the educational program is designed to integrate assessment into the daily instruction. Checking for understanding is an integral part of the instructional design. Teachers have multiple opportunities to gather evidence of progress and mastery through simultaneous response activities (pair-share, whole-class shout-outs, etc.), cooperative learning assignments (group tasks), and individual accountability practices (tests/quizzes, portfolios, observations, etc.).

At the schoolwide level, the principal and the Steering Committee will analyze data to discover trends across classrooms, grade levels, and subgroups. In addition, the principal will make regular visits to classrooms. During the visits, he/she will interview a sample of students to check if they understood and mastered the current day's objectives. The interviews also provide the principal with opportunities to talk with and listen to students, honor their ideas and opinions, and assist children in thinking about their own learning. The principal will check to see if the standards being addressed match the Backward Standards Map. That way the principal can determine if the teacher is following the yearly plan.

Updated information of charter is on pages 77 and 78 of new charter.

Table 20. Summary of Assessments to be Used at NJB

Outcome	Standardized Tests measuring knowledge, comprehension, and application	Performance-based and authentic assessments measuring knowledge, comprehension, application, analysis, synthesis, and evaluation
English Language Arts: Students will listen and speak clearly and concisely in English. Students will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.	Smarter Balance Assessment CELDT once a year for English Learners or within 30 days of new enrollment. CMA CAPA	<ul style="list-style-type: none"> - Teacher-Made Tests and Quizzes Measurement using a variety of intelligences - Observation Checklists Records of evidence on skills, criteria, and behaviors - Performance Tasks and Rubrics Measures standards, application, and transfer - Learning Logs and Journals Measures student growth and thought-process to attaining an "answer" - Graphic Organizers Measures knowledge and synthesis of core ideas and content - Metacognitive Reflection Measures motivation, competence, and life-long learner characteristics - Interviews and Conferences Measures growth towards outcomes - Portfolios Measures process, product, and growth - Multiple Intelligences Provides evidence of student diversity, individualism, and creativity
Mathematics: Students will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Students will understand the connection between mathematics, science, and technology.	Smarter Balance Assessment CMA CAPA	
Science: Students will develop an understanding of the physical, earth, and life sciences through application of the inquiry process and the scientific method.	CST – Science 5 th grade	
Social Studies: Students will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. They will examine past and present civilizations from a variety of perspectives, including Hmong. Each student will learn to respect all cultures and better understand his/her own culture.	Updated information of charter is on pages 77 and 78 of new charter.	
Physical Education: Students will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Students will understand the body and brain connection and use this knowledge to increase their intellectual capacity.	- 5 th grade Physical Fitness Testing (PFT) once each year between February and May.	
Visual and Performing Arts: Students will demonstrate their developing talents in the visual and performing arts. They will understand the arts are a form of communication among people from different cultures.		
Social Skills: Student behavior will embody the tenets of the LIFESKILLS and the Guidelines for Living. Students will be able to identify, articulate, and apply the LIFESKILLS and Guidelines for Living when problem solving and when interacting with others.		

NOTES:

New additions and format changes for charter renewal petitions are listed below:

Coversheet
<u>Address the below issues</u>
Petition type: Initial Charter Petition or Renewal Charter Petition
Charter school name
Submission date
Submitted to: Sacramento City Unified School District
Charter term requested

Table of Contents
<u>Address the below issues</u>
Arrange in the required order
Headings and sub-headings are encouraged

Introduction
<u>Address the below issues</u>
Vision statement
Mission statement
History/Background from beginning to current with emphasis on the current petition years
Original charter date and all renewal dates
Founders/Leadership Team/Key Supporters
Highlights and Accomplishments
Define and describe: Programs, curriculum, and instructional practices that define the charter school
School location/s
Number of students and grades served per location/s

Executive Summary
<u>Address the below issues</u>
Overview of the Petition
Key points in the Petition
Highlights and Accomplishments of the current petition years. Address corrective actions from the Ops MOU. (Renewals only)

Academic plans for the Future
Financial plans for the Future
Governance plans for the Future
Overall plans for the Future

Charter Goals
<u>Address the below issues</u>
List 5 - 10 major measurable goals for the charter term. These goals will be evaluated annually through the Annual Performance Report (APR).
Goals should be clear, concise, and measurable
Brief narratives of each goal are encouraged

Element 1: Educational Program
<u>Address the below issues</u>
Mission Statement (Same as Introduction)
Program Description (include: classroom based or non-classroom based, grades served, and student population to be served)
Curriculum Description
Instructional Approaches
Identifying and responding to needs of all pupils
EL Program Description
SPED Program Description
Bell Schedule in Appendix
Academic Calendar in Appendix
Number of school days and instructional minutes for each grade level
Program Curriculum for one course or grade level in Appendix
Technology and materials available to students including student to computer ratio
HS: How parents will be informed about transferability of courses to other public HS.
HS: How parents will be informed about eligibility of courses to meet college entrance requirements
California School Dashboard in Appendix
LCAP in Appendix
LCAP Executive Summary
LCAP 8 State Priorities for all pupils and each student group
* Use of a Table is encouraged

* List in ascending State Priority order
* Provide description of each State Priority
* Each State Priority should have Sub-Priorities
* Each Sub-Priority should have the below four components
> Measurable Goal to Achieve Sub-Priority
> Actions to Achieve Measurable Goal
> Measurable Outcome to Define Success
> Methods of Measurement
* Priorities align with the budget

Element 2: Measurable Pupil Outcomes
<u>Address the below issues</u>
Current Data: CAASPP, PFT, KPI, API
School-wide performance goals to be achieved over a given period of time.
Other substantive and normed assessment results

E3: Pupil Progress
<u>Address the below issues</u>
Description of substantive and normed assessments utilized not including CAASPP, CELDT/ELPAC, CST/CAST, and PFT
Description of how chosen assessments are appropriate for standards and skills they seek to measure
Plan for collecting, analyzing, and reporting data on pupil achievement to school staff, site governance, students, and parents
Plan for utilizing data continuously to monitor and improve the educational program
Method for measuring pupil outcomes for state priorities is consistent with the way information is report on SARC
SARC (most recent) in Appendix