

# **Petition for Charter**

**for the**

**~~Mosaica Online Academy of Los Angeles~~ Valiant  
Academy of Los Angeles**

**For the Term: July 1, 2014 through June 30, 2019**



## **TABLE OF CONTENTS**

Affirmations/Assurances.....	3
Introduction.....	6
Founding Group.....	10
Element 1: Education Philosophy and Program .....	14
Element 2: Measurable Student Outcomes .....	37
Element 3: Methods of Measurement.....	37
Element 4: Governance Structure .....	47
Element 5: Employee Qualifications .....	52
Element 6: Health and Safety Procedures.....	72
Element 7: Racial and Ethnic Balance.....	75
Element 8: Admissions Requirements .....	76
Element 9: Independent Financial Audit .....	78
Element 10: Suspension and Expulsion Procedures .....	79
Element 11: Retirement Systems .....	96
Element 12: Public School Attendance Alternatives .....	97
Element 13: Employee Return Rights.....	98
Element 14: Dispute Resolution .....	99
Element 15: Public School Employer.....	100
Element 16: Closure Procedures.....	101
Miscellaneous Provisions.....	103
Liability Impact on District.....	105
Conclusion .....	106

## **Appendices**

- Appendix 1: Board Member Resumes
- Appendix 2: Overview of Academic Program
- Appendix 3: Detailed description of the available courses for grades 6 – 12 students
- Appendix 4: Proposed Section 504 Policy and Procedures
- Appendix 5: Sample Master Agreement
- Appendix 6: Articles of Incorporation, Corporate Bylaws and Conflict of Interest Code
- Appendix 7: Draft sexual harassment policy
- Appendix 8: Budget Documents
- Appendix 9: Teacher Petition Signatures

## AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I hereby certify that the information submitted in this petition for a California public charter school to be named ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles (“~~Mosaica~~Valiant” or the “Charter School”), and to be authorized by the Acton-Agua Dulce Unified School District (“AADUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all pupils who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.

- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.  
[Ref. Title 5 California Code of Regulations Section 11960]

Deanna Nguyen

3-12-14

Deanna Nguyen, Principal ~~Lead Petitioner~~

\_\_\_\_\_ Date

## INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools.

~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles fully embraces the Legislative intent of the Charter Schools Act and its mandate. The Charter School will provide students with a rigorous, college-preparatory education: one that couples the flexibility and individualized learning experience afforded by online instruction with a daily live class session designed to allow the students real-time interaction with their teacher and peer group and enable students to make connections in a larger context.

The Charter School will engage ~~Mosaica~~ Valiant Education – a leader in charter-school development that operates scores of successful educational programs across the country and has been recognized as an “Education Innovator” by the U.S. Department of Education.

The Charter School will deliver excellence in education by:

- Hiring quality teachers for online instruction and providing them with extensive pre- and in-service professional development to ensure best practices are consistently applied across all subjects, grades and media.
- Utilizing an online model which has been built specifically to the online medium and, unlike many other online options, incorporates a variety of instructional methods to best suit the needs of individual learners including but not limited to, audio, animation, manipulatives and other activities designed to keep students more interested and engaged.
- Providing individualized learning opportunities for a wide range of students by tailoring programs to individuals’ capabilities and needs – and offering an extensive selection of courses - including Advanced Placement Courses - for the high-school grades

- Including daily instructional time on Paragon®, a highly interactive, award-winning Social Studies curriculum developed by MosaicaValiant Education that teaches to multiple intelligences and utilizes a wide range of instructional strategies designed to foster student participation and optimize learning.
- Promoting parent and community involvement – online, through volunteer opportunities, and through special programs such as Paragon® nights and parent coffees.
- Producing quality measurable outcomes in areas including but not limited to: academic progress; student enrollment, attendance and retention; teacher professional development; and parent satisfaction.

The Charter School will operate as a K-12 charter school to serve students in Los Angeles County and adjacent counties.

~~Mosaica Education currently operates Mosaica Online schools in Arizona, California, Colorado, Ohio, and Michigan. Below are a few testimonials from current Mosaica Online parents:~~

## FOUNDING GROUP

The California State Board of Education, in its Model Application for Charter Schools, has stated that the founding group of a charter school should be able to present evidence that it and its members have the necessary background in the following areas:

- Curriculum, instruction and assessment;
- Finance, facilities and business management; and
- Organization, governance and administration.

The founders will provide the background and necessary expertise in the above areas to ensure the success of the Charter School.

Board resumes are included as Appendix 1.

Additionally, the following consultants have been hired to assist in the development and operation of this Charter School:

In 2004, U. S. Department of Education recognized a MosaicaValiant Education school as one of just eight “high achievers” nationally and representatives from the U.S. Congress visited the school to witness its success. In 2007, a MosaicaValiant Education school was among the recognized as a National Charter School of the Year by the Center for Education Reform.

Across all MosaicaValiant Education schools, parent satisfaction runs well above 80%. Year-over-year academic progress at MosaicaValiant Education Schools consistently runs above the national norm. Last year, on average, we had **1.33 years of growth in Math and 1.24 years in Reading**.

MosaicaValiant Education will ensure that ~~Mosaica Online Academy of Los Angeles~~Valiant Academy of Los Angeles complies with all State Standards and is accredited in California. MosaicaValiant Education will also assist the Charter School in obtaining accreditation from Western Association of Schools and Colleges (“WASC”).

Key personnel from MosaicaValiant Education who will be integrally involved in working with the Charter School Board to establish and operate the ~~Mosaica Online Academy of Los Angeles~~Valiant Academy of Los Angeles include:

**Michael J. Connelly, Chief Executive Officer** - Mr. Connelly joined MosaicaValiant Education in 1998. From 1989 to 1997, Mr. Connelly was a member of the Board of Directors and Executive Committee of Children’s Discovery Centers of America, where he worked with Dawn and Gene Eidelman, the founders of MosaicaValiant Education. Mr. Connelly has a B.A. in Mathematics from Michigan State University and a J.D. from Columbia University School of Law. He is a board member and past Chairman of National Council of Educational Providers and is a member of the Board of Visitors of Columbia University School of Law and the Education Industry Leadership Board of the Education Industry Association.



**Dawn Eidelman, Ph.D., Co-Founder, Chief Education Officer** - Dr. Eidelman has 25 years' experience as a teacher, college professor, curriculum designer and business executive. A multilingual specialist in the Humanities, she holds Master's and Ph.D. degrees from Emory University. Dr. Eidelman supervises the development of curriculum, teaching methods and staff training based on her experience in teaching world literature, languages, writing, history, sociology and philosophy as a college professor. Dr. Eidelman co-founded Prodigy Consulting – a highly successful corporate childcare company. She designed the interdisciplinary concept for the Paragon curriculum used by schools under management by MosaicaValiant Education throughout the United States. In 2000, Dr. Eidelman was selected One of the Ten Outstanding Young Americans by the United States Jaycees.

**Gene Eidelman, Co-founder and President** - Mr. Eidelman co-founded MosaicaValiant Education in 1997 and currently serves as its President. Mr. Eidelman is responsible for strategic planning with an emphasis on operations, human resources, business development and quality assurance. Mr. Eidelman has 30 years' experience in finance, budgeting, marketing, human resources, and organizational effectiveness in both public and private companies. Prior to co-founding MosaicaValiant Education, he co-founded Prodigy Consulting in 1988, a company that developed and operated community and corporate-sponsored childcare centers. Mr. Eidelman was instrumental in growing Prodigy from scratch and had 22 centers running at the time when Prodigy merged with Childrens' Discovery Centers, Inc. Mr. Eidelman did his undergraduate work at the University of Los Angeles. In 1999, the Junior Chamber International selected Mr. Eidelman as one of the Ten Outstanding Young People of the World. He is Vice Chairman of the Board of Georgia Charter School Association and board member for the Coalition for Education Choice and Wochangi Charter School Fund. He also serves on a University of Los Angeles's Advisory Board for a special project in conjunction with the U.S. Department of Education.

**Michael Rist, Chief Financial Officer** – Mr. Rist. has over 20 years of international experience and a record of success in financial leadership roles within Corporate Finance for Public and Private Companies and Big 4 Public Accounting. Mr. Rist holds a B.S. in Accounting and Finance from the Copenhagen Business School and an MBA from the Villanova School of Business. He is a Certified Public Accountant and active in a number of professional organizations.

**Stephanie Dunbar, Director of eLearning** – Ms. Dunbar came to MosaicaValiant Education from the Georgia Department of Education where she was the Program Manager and CAO of the Georgia Virtual School. A seasoned teacher and administrator, she has taught a wide range of students from those “at risk” to those considered “gifted and talented”. Ms. Dunbar has ten years experience in specifically in K-12 online education and will play a vital role in establishment and operation of the Mosaica Online Academy of Los AngelesValiant Academy of Los Angeles.

**Margit Frendberg – Director of Professional Development** – In her decade of working with MosaicaValiant Education, Ms. Frendberg has played a significant role in the creation of more than 80 professional development workshops for teachers, school leaders, and regional and national leadership team members. She was part of a small design team that created the Paragon Curriculum and developed the individual lesson structure of Paragon Humanities—

MesaieaValiant Education's proprietary humanities-based middle school curriculum. A seasoned program director and educator, Ms. Frenberg holds degrees from the University of California, St. Mary's College and San Francisco State University. She started her career as a teacher in the San Francisco Unified School District, and is currently based in Kensington, California.

**Adam Boudreaux, Director of Information Technology** – Mr. Boudreaux manages MesaieaValiant Education's school and office networks, comprised of 100 servers, 5100 desktop PC's, and 1500 laptops. He also manages the 15-member technical support team that serves MesaieaValiant Education's 72 charter schools across eight US states and ten international locations. He holds a BBA in Computer Information Systems from Georgia State University in Atlanta, and he has more than a decade of experience in information-technology management. Mr. Boudreaux will oversee the technical aspects of this virtual online schooling project.

## **ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM**

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> 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.--California Education Code Section 47605(b)(5)(A)(i).*

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

*If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. – California Education Code Section 47605(b)(5)(A)(iii).*

### **Mission Statement**

The Mission of ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles is provide K-12 students a rigorous online academic program designed to utilize the best aspects of both synchronous and asynchronous instruction, featuring world-class content and college preparatory skill building. Through compelling inquiry-based learning, ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles will instill in students intellectual curiosity and a sense of their unique purpose and strengths.

### **Vision Statement**

At ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles, we will offer students a rigorous program of the basics coupled with an innovative integrated Social Studies curriculum. The design of this program comes from ~~Mosaica~~ Valiant Education, Inc., a leader in educational innovation and charter-school operation.

~~Mosaica~~ Valiant Education has proven highly successful in generating strong academic progress in bricks-and-mortar schools across the country and has specially tailored a curriculum ~~for the Online Academy~~ to make the most of what the online medium has to offer.

The program is structured each aspect for maximum educational impact. Thus, it:

- Is designed to emulate the research-based best practices in reading, math, science and languages curricula.
- Provides curricula in a context that uses innovative and effective instructional methods to include all students – and provides each student with an individualized path for personal growth and development.
- Presents social studies and technology in an innovative, integrated fashion that develops student self-awareness and self-esteem as it helps students grasp their place in history and the world.
- Reflects a clear understanding that children learn in a whole variety of ways and do best when challenged at an appropriate, individualized pace.

Unlike many of today's online learning options, the ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles model is built specifically to the online medium and incorporates audio, animation and images to keep students more interested and engaged. It is designed to capitalize on the best opportunities that the online venue has to offer for both synchronous and asynchronous learning. It is capable of supporting the academic needs of a wide range of students, and it provides excellent support for English Learners by combining words and images, as well as audio and visual content.

A portion of daily instructional time will focus principally on Paragon®, an integrated social studies program designed by ~~Mosaica~~ Valiant Education, and other core subjects as they are integrated into the Paragon® curriculum. Paragon is designed to be highly interactive, teaches to multiple intelligences, and utilizes a wide range of instructional strategies designed to foster student participation and optimize learning. It allows students to learn about the history of great ideas and heroes in U.S. and world culture in a hands-on approach with integrated art and technology. This interdisciplinary world history curriculum that follows a student-centered, personalized approach to learning that combines constructivism with rich content.

Overall, ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles envisions a learning experience that combines the best of online learning with its capacity for individualized self-paced instruction, featuring an innovative, interactive curriculum.

Should ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles terminate for any reason its relationship with ~~Mosaica~~ Valiant Education, such change will be considered a material revision to the charter and must be approved by the District pursuant to Education Code Sections 47605 and 47607.

## **Educational Philosophy**

### **Whom the School is Attempting to Educate:**

The Charter School will serve approximately 100 students in grades K-12 during the first year, with an anticipated growth to 500 students by year five. Our educational program is based on the instructional needs of our target student profile.

Our target student profile is not limited to any particular demographic. Instead, the Charter School is designed and organized to serve students and families who have chosen an online classroom setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options.
- Students of all ability levels seeking additional academic and learning opportunities.
- Family relationships, personal beliefs and values, and families who prefer to home school.
- Scheduling (i.e. sports, drama, extracurricular activities).
- High-risk/at-risk for successfully achieving high school graduation or equivalency.
- Health reasons prohibit them from attending normal classroom programs

In education, one size does not fit all and the Charter School is dedicated to providing students and families with an online learning environment that can meet individual students' unique needs. The goal of the Charter School is to create a school that enables all of its students to becoming ~~self-motivated~~self-motivated, competent, lifelong learners.

Online education in particular is growing in importance. Usage of computers has become commonplace in all lines of work. Weak economic conditions and growing opportunities for telecommuting find more parents at home. Shortages of teachers, particularly in key subjects such as science and math, limit classroom-based learning opportunities.

The report "Changing Course: Ten Years of Tracking Online Education in the United States"<sup>1</sup> provides the following overview of national trends:

The 2012 Survey of Online Learning conducted by the Babson Survey Research Group reveals the number of students taking at least one online course has not surpassed 6.7 million. Higher education adoption of Massive Open Online Courses remains low, with most institutions still on the sidelines.

"The rate of growth in online enrollments remains extremely robust, even as overall higher education enrollments have shown a decline," said study co-author Jeff Seaman, Co-Director of the Babson Survey Research Group. "Institutional opinions on MOOCs are mixed," added coauthor I. Elaine Allen. "Some praise them for their ability to learn about online pedagogy and attract new students, but concerns remain about whether they are a sustainable method for offering courses."

Todd Hitchcock, Senior Vice President of Online Solutions, Pearson Learning Solutions, stated, "Learning is no longer limited to four walls – learning can happen anywhere – and it already is happening everywhere, everyday. The growth of online learning underscores this need for quality, flexible education programs that meet the demands of our 21st-century workforce."

Frank Mayadas, Senior Advisor to the Alfred P. Sloan Foundation and founding President of the Sloan Consortium ~~noted~~noted, "As in past years, the survey demonstrates the continuing robust

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<sup>1</sup> Allen, I.E. and Seaman, J. (2013). **Changing Course: Ten Years of Tracking Online Education in the United States**. Available: <http://www.onlinelearningsurvey.com/reports/changingcourse.pdf>

growth in a wide range of institutions. It underscores the importance of online learning in higher education in the U.S. What a remarkable ten year period the survey has captured.”

Key report findings include:

- Over 6.7 million students were taking at least one online course during the fall 2011 term, an increase of 570,000 students over the previous year.
- Thirty-two percent of higher education students now take at least one course online.
- Only 2.6 percent of higher education institutions currently have a MOOC (Massive Open Online Course), another 9.4 percent report MOOCs are in the planning stages.
- Academic leaders remain unconvinced that MOOCs represent a sustainable method for offering online courses, but do believe they provide an important means for institutions to learn about online pedagogy.
- Seventy-seven percent of academic leaders rate the learning outcomes in online education as the same or superior to those in face-to-face classes.
- The proportion of chief academic officers who believe their faculty accept the value and legitimacy of online education has not increased – it now stands at only 30.2 percent.
- The proportion of chief academic leaders who say online learning is critical to their longterm strategy is at a new high of 69.1 percent.
- The perception of a majority of chief academic officers at all types of institutions is lower retention rates for online courses remain a barrier to the growth of online instruction.

As a public charter school, the ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles is open to students from AADUSD, Los Angeles County, and adjacent counties of Ventura, Orange, San Bernardino and Kern.

### **How Learning Best Occurs**

Learning best occurs when the teachers are ~~well-prepared~~ well prepared, best practices are employed, the students are engaged, and the lessons suit individual needs.

The Charter School’s educational approach features an innovative curriculum, a high degree of connectivity and personalized attention, intensive teacher training and inquiry-based student-centered learning. Its program focuses on practical application of knowledge and strong parent and community involvement with the Charter School. Through effective use of technology, it enables teachers to custom-tailor academic programs to students’ unique skills and interests – all aimed at optimizing our students’ learning experience.

Our students are given continuous opportunities to succeed through the cultivation of multiple intelligences and talents. The supportive environment, along with daily exposure to content-rich programs derived from research-based teaching methods that engage children at all levels, mean our students will develop a life-long enthusiasm for learning.

Personalized instruction and continuous assessment are cornerstones of the ~~Mosaica~~ Valiant Education model. The Charter School staff will be trained in techniques of differentiated instruction, enabling them to identify students’ learning styles and to create learning activities

compatible with the students' needs. At the same time, the Charter School will use varied assessments to enable students to demonstrate their understanding of concepts and skills. These assessments will also be used to develop further lessons that address individual student needs.

MosaicaValiant Education's Professional Development Program design is based on local needs as measured by surveys, interviews and observation; and the experience of MosaicaValiant Education's trained professional-development personnel, who remain up-to-date on new as well as tried-and-true teaching methods and strategies. At ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles, more than a month of training will take place before the school year begins, and ongoing training will continue throughout the school year, based on detailed assessments of staff needs.

MosaicaValiant Education is continuously updating teaching strategies through instructional reflections and by maintaining a finger on the pulse of new research. This includes a specific focus on developing best practices in teaching in an online environment. These teaching strategies insure that students are given every opportunity to succeed and that the Professional Development program remains fresh and useful.

MosaicaValiant Education opens portals of opportunity. Our "Pillars," the tenets of our model, create openings that give each school its unique personality and customized attributes – its portals.

Each pillar of MosaicaValiant Education's educational approach stems from proven research and our team's years of experience in effective instructional and administrative practices. Some of the underlying research that supports our approach includes the following:

**Teaching to Multiple Intelligences:** - MosaicaValiant Education recognizes different domains of ability, or "intelligences," as described by Dr. Howard Gardner.<sup>2</sup> Gardner's Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children are likely to have expertise in other areas, such as music, spatial relations, or interpersonal skills. Our program seeks to capitalize on children's various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.

**Reciprocal Teaching:** Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The MosaicaValiant Education model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies basic core skills in a highly engaging manner, providing students with content knowledge rich in cultural literacy.

**Differentiated Instruction:** Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. MosaicaValiant Education teachers are

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<sup>2</sup> Gardner, H. The unschooled mind: how children think and how schools should teach (1991); Gardner, H., & Hatch, T., Multiple intelligences go to school: Educational implications of the theory of multiple intelligences (1989) at 18(8), 4-9.

taught effective strategies for successfully tailoring all of these areas to individual student needs, insuring that different learners are all given the best opportunity to succeed.

There is much evidence showing that students are more successful academically if they are taught in ways that match their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998). Also, differentiating instruction is a key part of effective professional development. Expert teachers pay attention to their students' varied learning needs (Danielson, 1996); “to differentiate instruction, then, is to become a more competent, creative, and professional educator.”<sup>3</sup>

### **What it Means to be an Educated Person in the 21<sup>st</sup> Century:**

An educated person in the 21<sup>st</sup> century will be the product of the educational philosophy of “deep and broad” student-centered instruction. He/she has a mastery of basic skills and knowledge built on a rich range of content – knowledge that provides the foundation necessary to thrive in an increasingly interconnected world.

The educated person will be versed in the use of technology as a tool for communications, research, computations, analysis and a range of other purposes. He/she will have an understanding of National history and culture as well as a sense of the workings of the world and of his or her place in local, national and global communities.

The educated person will have been exposed to co-curricular areas such as music and art. He/she will have benefited from an educational experience designed to engender a strong sense of self and foster a love of learning.

The educated person will emerge from high school poised and prepared for success in the finest colleges and universities and beyond.

### **Curriculum**

The Charter School’s curriculum will comply with Common Core State Standards and will be designed to the accreditation standards of WASC as well.

This curriculum will be college-preparatory in nature, and designed to bring out the best in each student it serves. In every case, it has the flexibility to be tailored through individualized assessment and instruction.

Details on the ~~Mesa~~Valiant Online Academy academic program are provided in Appendix 2. Here is a quick overview:

**Grades K-8:** Courses in the primary grades will focus on laying a solid educational foundation for our students. By being both rigorous and engaging, they will capture students’ attention, foster a love of learning, and lay the groundwork for student success in high school and beyond.

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<sup>3</sup> All references from Tomlinson, C. (2001). Differentiation of Instruction in the Elementary Grades. ERIC Digests.



- English Language Arts: the ELA program at MosaicaValiant incorporates all five important building blocks of ELA development:

- Phonic Aawareness
- Phonic
- Fluency
- Vocabulary
- Comprehension

It helps students to develop listening and speaking skills as well as reading and writing skills. It is designed to work effectively with students from the first steps of learning to read and write through learning to use reading and writing as tools for learning.

- Mathematics: our math curriculum builds essential skills while incorporating interesting challenges and puzzles. It is designed to continually build upon, reinforce and strengthen prior knowledge. The curriculum provides ample opportunity for students to apply ideas, tools and manipulatives in a real-world context.
- Science: Through our science programs, students explore topics through text and simple experiments; learn about grade level appropriate topics such as living and nonliving things, force and motion, light and sound, the solar system and the universe, electricity and matter, and scientific purpose; follow a lesson format in which they learn how to gather, organize, and interpret data and scientific information pertaining to concepts in the areas of physics, chemistry, biology, and earth science.
- EL: The EL curriculum uses a multi-media approach, including songs and animation, to help students gain fluency in English while at the same time advancing their math and ELA skills. Our online EL program supports a variety of different first languages.
- Foreign Language: Students will begin foreign language studies at MosaicaValiant starting in kindergarten. Spanish and French will be offered using an engaging format designed for teaching students to speak, listen, and read in these languages.
- Social Studies: The cornerstone of MosaicaValiant's social studies program will be Paragon®, the award-winning, innovative, integrated curriculum designed by MosaicaValiant® Education. Paragon® employs a holistic approach to examining specific world cultures and eras in all their complexity. Through Paragon®, students learn how to think critically as they journey through an exploration and consideration of the economy, art, music, philosophy, environment and culture of specific times and places in world history. As students transition between units and periods in history, they are asked to compare specific eras and cultures with each other and with their own place and time.

**Grades 9-12:** In grades 9-12, our curriculum builds upon the foundation established in the early years. Courses will be provided to meet the core requirements for California. A variety of Advanced Placement courses will also be made available.

Subjects will include:

- English
- Mathematics
- Science
- History
- Social Studies
- Foreign Language (Spanish & French)

Our EL program for high school, as in the primary grades, is highly interactive, multi-media and reinforces other learning in mathematics and ELA as it builds English language fluency.

A detailed description of the available courses for grades 6 – 12 students is found in Appendix 3.

### **Instructional Materials**

At the ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles, we will make the most of our online medium – our goal is that our students will actually do the vast majority of their learning online. This will be facilitated by a rigorous, content rich curriculum combined with synchronous and asynchronous teacher communication and feedback.

All content for the core areas of math, science, and English/Language Arts will be presented online through a combination of vendor created and teacher created materials.

The Charter School's online learning will be available via password-permitted online access. This will require that students have use of a computer with high-speed internet access. The Charter School will develop a policy that will allow for the loan of laptops and subsidized high speed internet access to all students who demonstrate need, regardless of a student's free and reduced lunch status, for the time that they are enrolled. This policy will be shared with the District upon completion and approved by the District before it is implemented.

In addition to a computer, students will need a headset for synchronous learning and for listening to lessons. Teachers will need stylus software to write on the virtual whiteboard and depending upon the curriculum selected, students may as well. These items will be provided to students as needed.

### **Annual Goals in the State Priorities**

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
<b>State Priority #1.</b> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>• <del>Mosaica Online Academy of Los Angeles</del> <u>Valiant Academy of Los Angeles</u> will hire and maintain a highly qualified faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and</li> </ul>

<ul style="list-style-type: none"> <li>• <del>Mosaica Online Academy of Los Angeles</del> Valiant Academy of Los Angeles will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.</li> </ul>	<p>teaching materials review, teaching demonstration, and reference checks.</p> <ul style="list-style-type: none"> <li>• Faculty will have 40+ days of targeted professional development, based on Individualized Professional Development Plan (IPDP) and the needs of students based on data.</li> <li>• School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.</li> <li>• Annual community survey.</li> <li>• Faculty participates in shared decision making process.</li> </ul>
<p><b>State Priority #2.</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #2</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>• All <del>Mosaica Online Academy of Los Angeles</del> Valiant Academy of Los Angeles curriculum will be aligned to CCSS.</li> <li>• All <del>Mosaica Online Academy of Los Angeles</del> Valiant Academy of Los Angeles curriculum will be designed to support ELs and other struggling subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps for each course written prior to school opening and revisited yearly.</li> <li>• All curriculum maps will have goals and strategies to support ELs.</li> <li>• 40+ days of professional development, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students.</li> </ul>
<p><b>State Priority #3.</b> Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #3</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>• Parents view themselves as a key component of the schools' and student success.</li> <li>• Parents demonstrate high satisfaction with the school's program.</li> </ul>	<ul style="list-style-type: none"> <li>• Published list of differentiated opportunities for parental involvement.</li> <li>• Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.).</li> <li>• Annual community survey.</li> </ul>
<p><b>State Priority #4.</b> Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)</li> <li>B. The Academic Performance Index (API)</li> <li>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</li> <li>D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT</li> <li>E. EL reclassification rate</li> <li>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</li> </ul>	

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>• All students will become proficient in English, math, science and social science.</li> <li>• Students perform well on all external tests.</li> <li>• Students show growth on benchmark assessments.</li> <li>• All students show growth on external measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards based and aligned curriculum.</li> <li>• Regular benchmark assessments (minimum 3x per year) aligned to standards</li> <li>• Extensive student support structures (remediation courses, office hours, tutoring, differentiated instruction)</li> <li>• Rigorous graduation requirements (beyond UC A-G)</li> <li>• Curriculum maps designed to support ELs and struggling students</li> <li>• Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.</li> </ul>

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

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

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> <li>• Students attend school regularly, consistently and on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory System and course to support students.</li> <li>• Social-Emotional learning in all courses.</li> <li>• Personalized Student Achievement Plans (PSAPs)</li> <li>• Extensive support structures, including early intervention plans.</li> <li>• Extensive community building via orientation and weekly Advisement meetings.</li> </ul>

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

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

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<p><b>Goal 1:</b> Pupil suspension rates will be less than 3% annually.</p> <p><b>Goal 2:</b> Pupil expulsion rates will be less than 1%</p>	<ul style="list-style-type: none"> <li>• Extensive community building via orientation and weekly Advisement meetings as well as other school events.</li> </ul>

<p>annually.</p> <p><b>Goal 3:</b> <del>Mosaica Online Academy of Los Angeles</del> Valiant Academy of Los Angeles will annually survey students, parents, and teachers about online school safety and connectedness.</p>	<ul style="list-style-type: none"> <li>• Social-Emotional Learning in all courses.</li> <li>• Personalized Student Achievement Plans (PSAPs).</li> <li>• Analysis of and action plans from community surveys.</li> </ul>
<p><b>State Priority #7.</b> The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #7</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>• 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous graduation requirements that exceed A-G.</li> <li>• Extensive Support Systems (advisory, tutoring, office hours, remedial courses, etc.).</li> <li>• Comprehensive college admission process and program.</li> </ul>
<p><b>State Priority #8.</b> Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #8</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<p><b>Goal 1:</b> All students will become proficient readers and writers of the English Language.</p> <p><b>Goal 2:</b> All students will become proficient in mathematical skills and content.</p> <p><b>Goal 3:</b> All students will become proficient in science concepts and scientific thinking.</p> <p><b>Goal 4:</b> All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> <li>• Standards based and aligned curriculum maps.</li> <li>• Regular benchmark assessments (minimum 3x per year) aligned to standards.</li> <li>• Extensive student support structures (remediation courses, office hours, tutoring, and differentiated instruction).</li> <li>• Rigorous graduation requirements (beyond UC A-G).</li> <li>• Curriculum maps designed to support ELs and struggling students.</li> <li>• Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.</li> </ul>

### **Plan for Students Who are Academically Low Achieving**

The gap in achievement between students from different socioeconomic and racial/ethnic backgrounds is one of the most persistent challenges facing educators, a challenge that has become increasingly imperative for schools to conquer as they struggle to meet AYP goals stipulated by NCLB. The Response to Intervention (RTI) model is used as a vehicle for closing the achievement gap between different subgroups of students. The RTI model identifies three distinct tiers of service delivery. The majority of students will need only Tier 1 services, the least expansive and most broadly available options for serving needs. A smaller percentage of people, however, will need more specialized assistance, or greater “dosages” of intervention; Tier 2. The third tier is reserved for those students who need the most intense assistance.

The success of this intervention model hinges on teachers’ and administrators’ ability to keep as many students in the primary and secondary intervention as possible, thereby concentrating resources on those students most in need of intensive aid, those in Tier 3. In applying the RTI model on a school-wide basis, schools are expected to change the allocation of resources and re-engineer their design and delivery of instruction in keeping with the tenets of the three-tier approach. Such reallocation of resources is projected to boost the academic performance of all students, not just those undergoing screening for possible entry into special education programs. This model is applied at ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles through the following methods:

**Screening:** Placement tests, used in conjunction with any other assessment portfolio information we have on the student and placement according to that screening (of course, we never use a single data point – and this does not apply to certain populations, such as students with IEPs or EL).

**Progress Monitoring:** ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles will use the Performance Series from Scantron to progress monitor students against national standards quarterly. In addition, teachers will use Scantron Achievement Series to monitor progress on specific strands via curriculum based measures (weekly, on average). Students with IEPs have goals and objectives with skills that are directly linked to standards and benchmarks, and weekly probes are taken to progress monitor students toward the annual goals and objectives.

**Intervention:** In Tier 1, all students in the class receive differentiated instruction from the teacher. In Tier 2, the student who is struggling or identified as at-risk, works with intervention programs or groups to fill in gaps in learning. The student still receives instruction from the classroom teacher that is supported by the intervention programs. In Tier 3, students who are still struggling while receiving intervention from the teacher and intervention programs begin the Intervention Assistance Team process.

By not tracking students academically, we avoid labeling and lowering expectations for some students at a young age; the philosophy of the Charter School is that all students work on an equal playing field, with systems in place that foster an individualized learning pace, with high, yet appropriate expectations for all. The long-term relationships students and families build with school staff will help identify and nurture students who might otherwise slip through the cracks

in a more institutional school environment. If students are not progressing appropriately, even with differentiated instruction and informal strategies, the Charter School and parent will continue to work together to refine strategies for success, including potential referral to the Student Support Team for more formal levels of support and intervention.

~~Mosaica~~Valiant Online has a no social promotion policy, which means that we use various assessments to determine the appropriate grade level of a student. Specific performance goals will be established once baseline data is available. The diagnostic and prescriptive nature of online learning enables ~~Mosaica~~Valiant Online to custom-tailor curricular materials to individual student needs and monitor their progress. The program generates instructional assignments to promote proficiency in areas of weakness.

### **Plan for Students Who are Academically High Achieving**

The online format allows for a high degree of differentiation and use of the multiple intelligences such that a student's unique talents and gifts are accentuated through implementation of this curriculum.

A student identified as academically high-achieving is easily afforded the opportunity for enrichment and acceleration in the flexibility offered through this curriculum. In fact, philosophically, all students at the Charter School will essentially be treated as academically high-achieving students - they will benefit from Personalized Student Achievement Plans and will be guided in a learning experience designed to build strong fundamentals in an enriching, challenging context.

Lessons will feature an "Above and beyond" segment that provides supplementary materials and suggestions for further study, allowing a continuum of learning possibilities. Teachers will guide students to the appropriate materials based on their Personalized Student Achievement Plans and goals and will help students challenge themselves and exceed their goals at every step.

The curriculum offers the flexibility for students to work beyond grade level. Coursework includes numerous Advanced Placement options for advanced high school students.

### **Plan for English Learners**

#### **Overview**

The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement strategies for serving English Learners which are research based, supported by Charter School resources, and evaluated annually for effectiveness.

#### **Home Language Survey**

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

### **CELDT Testing**

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment<sup>4</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

### **English Learner Instructional Strategies and Curriculum**

A specific EL component is included the curriculum offered by ~~Mesa~~Valiant Online. This highly interactive, multi-media coursework is designed to incorporate learning in mathematics and science even as it assists students in developing fluency in English.

Interactive lessons strengthen reading, listening, speaking, and writing skills. Constant feedback and assessment ensures that students get the differentiated instruction they need. This curriculum supports students with a variety of first languages.

All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing ("CCTC") equivalent.

### **Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the CELDT,
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation

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<sup>4</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.



of parents or guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### **Monitoring and Evaluation of Program Effectiveness**

The evaluation for the program effectiveness for ELs in the Charter School will include:

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

### **Plan for Serving Students with Disabilities**

#### **Overview**

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

The Charter School will be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPAs: Los Angeles County SELPA, Southwest SELPA, and El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30<sup>th</sup> of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

### **Services for Students under the “IDEIA”**

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.*

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law.

### **Staffing**

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

#### Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

#### Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

#### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

#### IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Head of School (“HoS”) and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education

program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in

consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

#### Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

#### Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

#### Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

#### SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

#### Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

#### **Section 504 of the Rehabilitation Act**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any

student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those—which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary.

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

A copy of our proposed Section 504 Policy and Procedures is included in Appendix 4.

**Notification to Parents Regarding Transferability of Courses to other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements.**

Upon charter approval, the Charter School plans to request affiliation with WASC. Once such a request is made, a review visit can be scheduled after the Charter School has been in operation for at least three months. Pending notification on our accreditation status, courses will be submitted to the UC/CSU systems for A-G course approval.

The Charter School will inform parents of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents will be required to complete an orientation that will include a review of the handbook. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis. A state-certified high school diploma will be issued to all students who meet the Charter School's graduation requirements:

**Graduation Requirements**

Course	Course Length	Credits
<b>English</b>	4 years	40
<b>Mathematics</b> <ul style="list-style-type: none"> <li>➤ Algebra I</li> <li>➤ Geometry</li> <li>➤ Algebra II</li> <li>➤ One advanced level math</li> </ul>	4 years	40
<b>Social Studies</b> <ul style="list-style-type: none"> <li>➤ World History</li> <li>➤ American History</li> <li>➤ Two additional years of Social Studies which must include ½ year of Economics and ½ year of American Government</li> </ul>	4 years	40
<b>Science</b> <ul style="list-style-type: none"> <li>➤ Biology</li> <li>➤ Two additional years of science, one of which must be a physical science</li> <li>➤ At least two lab sciences are required</li> </ul>	3 years	30

<b>Foreign Language</b> ➤ Must be the same language	2 years	20
<b>Visual and Performing Arts</b>	1 year	10
<b>Physical Education</b>	2 years	20
<b>Electives</b> ➤ Two years ➤ In addition to all other requirements		20
<b>Total Credits</b>		<b>220</b>

#### **California High School Exit Exam (CAHSEE)**

- ▶ The CAHSEE will be given at a satellite location on designated testing dates.
- ▶ Students will receive results of the exam within eight weeks after testing is completed.
- ▶ Students will have annual opportunities to retake the exam on either part (English or Math) previously not passed.
- ▶ Students will receive additional instruction, if needed, to help ensure success.
- ▶ Students will not receive a high school diploma if they have not passed both parts of the CAHSEE at the end of their senior year.

#### **Attendance Guidelines**

The Charter School offers a greater number of instructional minutes than set forth in Education Code Section 47612.5(a) for the appropriate grade levels and operates at least for the required minimum of 175 days. The Charter School expects that students will engage in educational activities assigned by the Charter School on all school days unless ill and documented by a physician's note. The Charter School maintains written records that contemporaneously document all student attendance and make these records available for audit and inspection.

Students are expected to log in daily to the learning environment and actively participate in their courses. With the exception of scheduled (live) sessions, a student may plan his/her daily schedule to best suit his/her needs and learning style. On average, MosaicValiant students have an extended school day and should plan to spend 6.5 to 7 hours per day working in their classes. Below is an outline of the amount of time students can expect to work in each subject each day. The total time may be spent in live class sessions and/or working independently. Teachers will suggest daily guidelines on assignments.

#### **Grades K-5**

- Language Arts – 120 minutes
- Math – 90 minutes
- Science – 60 minutes
- Paragon – 90 minutes
- Foreign Language – 30 minutes each week
- Physical Education – (varies)



**Grades 6-8**

- Language Arts – 90 minutes
- Math – 90 minutes
- Science – 90 minutes
- Paragon – 90 minutes
- Electives – 30 minutes

**Grades 9-12**

- Language Arts – 60 minutes
- Math – 60 minutes
- Science – 60 minutes
- Paragon/Social Studies – 60 minutes
- Class 5 – 60 minutes
- Class 6 – 60 minutes

**Independent Study Legal Compliance**

The Charter School will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; and the Charter School must file for a funding determination as a condition of funding. Attached as Appendix 5, please find the Charter School's Master Agreement for Participation.

## **ELEMENTS 2 AND 3: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT**

Governing Law: *The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose 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. --California Education Code Section 47605(b)(5)(B)*

*and*

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

The Charter School shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

### **Additional Affirmations**

- The Charter School affirms that benchmark skills and specific classroom-level skills will be developed
- The Charter School affirms that exit outcomes will align to the mission, curriculum, and assessments
- The Charter School affirms that college-bound students wishing to attend California colleges or universities have the opportunity to take courses that meet the “a-g” requirements
- The Charter School acknowledges that exit outcomes and performance goals may need to be modified over time

### **Outcomes Aligned to the State Priorities**

<b>CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES</b>		
<b>State Priority #1.</b> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #1</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>	<b>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</b>
<ul style="list-style-type: none"><li>• <del>Mosaica Online Academy of</del> <del>Los Angeles</del>Valiant Academy</li></ul>	<ul style="list-style-type: none"><li>• All candidates will undergo a rigorous hiring process, which</li></ul>	<ul style="list-style-type: none"><li>• 90% satisfaction rating on annual community survey</li></ul>

<p>of Los Angeles will hire and maintain a highly qualified faculty.</p> <ul style="list-style-type: none"> <li>• <del>Mosaica Online Academy of Los Angeles</del> Valiant Academy of Los Angeles will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.</li> </ul>	<p>includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks.</p> <ul style="list-style-type: none"> <li>• Faculty will have 40+ days of targeted professional development, based on Individualized Professional Development Plan (IPDP) and the needs of students based on data.</li> <li>• School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.</li> <li>• Annual community survey.</li> <li>• Faculty participates in shared decision making process.</li> </ul>	<p>results</p> <ul style="list-style-type: none"> <li>• 85% of faculty reach Individualized Professional Development Plan (IPDP) Goals.</li> <li>• Less than 10% of faculty leaving <del>Mosaica Online Academy of Los Angeles</del> Valiant Academy of Los Angeles after two or fewer years that are a cultural, philosophical and skills fit.</li> <li>• Faculty does yearly assessment of materials during intersession PD time.</li> </ul> <p>90% of faculty agree leadership meetings are productive on community survey.</p>
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**State Priority #2.** Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• All <del>Mosaica Online Academy of Los Angeles</del> Valiant Academy of Los Angeles curriculum will be aligned to CCSS.</li> <li>• All <del>Mosaica Online Academy of Los Angeles</del> Valiant Academy of Los Angeles curriculum will be designed to support ELs and other struggling subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps for each course written prior to school opening and revisited yearly.</li> <li>• All curriculum maps will have goals and strategies to support ELs.</li> <li>• 40+ days of professional development, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of ELs are redesignated yearly.</li> <li>• 90% of ELs make progress towards EL proficiency as measured by the CELDT.</li> <li>• School leadership/ department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students.</li> </ul>

**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
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<ul style="list-style-type: none"> <li>• Parents view themselves as a key component of the schools' and student success.</li> <li>• Parents demonstrate high satisfaction with the school's program.</li> </ul>	<ul style="list-style-type: none"> <li>• Published list of differentiated opportunities for parental involvement.</li> <li>• Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.).</li> <li>• Annual community survey.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of parents complete community survey.</li> <li>• Parental attendance at community meetings is significant according to school leader.</li> <li>• 90% of parents agreeing to focused questions on annual community survey.</li> </ul>
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**State Priority #4.** Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• All students will become proficient in English, math, science and social science.</li> <li>• Students perform well on all external tests.</li> <li>• Students show growth on benchmark assessments.</li> <li>• All students show growth on external measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards based and aligned curriculum.</li> <li>• Regular benchmark assessments (minimum 3x per year). aligned to standards</li> <li>• Extensive student support structures ( remediation courses, office hours, tutoring, differentiated instruction)</li> <li>• Rigorous graduation requirements (beyond UC A-G)</li> <li>• Curriculum maps designed to support ELs and struggling students</li> <li>• Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and</li> </ul>	<ul style="list-style-type: none"> <li>• 70% or more of all students will demonstrate at least one year of growth on the CST or CCSS.</li> <li>• 70% of students will show growth on their internal benchmark assessments for each course.</li> <li>• 97% or more of students will earn a passing grade of C or above in their courses.</li> <li>• On average, 75% of students are proficient or above on STAR or CCSS.</li> <li>• 75% of all subgroups score a proficient or above on STAR or CCSS.</li> <li>• API is above 800.</li> <li>• School meets AYP.</li> <li>• 95% of students pass CAHSEE on first attempt.</li> </ul>

	subgroups.	<ul style="list-style-type: none"> <li>• 100% of students complete UC A-G requirements.</li> <li>• 90% of ELs make progress towards EL proficiency as measured by the CELDT.</li> <li>• 75% of ELs are reclassified as measured by the CELDT.</li> <li>• 80% of students have passed an AP exam with a score of 3 or higher.</li> </ul>
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**State Priority #5.** Pupil engagement, as measured by all of the following, as applicable:

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

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• Students attend school regularly, consistently and on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory System and course to support students.</li> <li>• Social-Emotional learning in all courses.</li> <li>• Personalized Student Achievement Plans (PSAPs)</li> <li>• Extensive support structures, including early intervention plans.</li> <li>• Extensive community building via orientation and weekly Advisement meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% Average Daily Attendance.</li> <li>• Less than 2% annual Chronic Absentee Rate.</li> <li>• Less than 1% Middle School Dropout rate.</li> <li>• Less than 3% High School Dropout Rate (cohort).</li> <li>• 95% High School Graduation Rate (cohort).</li> </ul>

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

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

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p><b>Goal 1:</b> Pupil suspension rates will be less than 3% annually.</p> <p><b>Goal 2:</b> Pupil expulsion rates will be less than 1% annually.</p> <p><b>Goal 3:</b> Mosaica Online Academy</p>	<ul style="list-style-type: none"> <li>• Extensive community building via orientation and weekly Advisement meetings as well as other school events.</li> <li>• Social-Emotional Learning in</li> </ul>	<ul style="list-style-type: none"> <li>• Less than 3% suspensions.</li> <li>• Less than 1% expulsions.</li> <li>• 90% of students are satisfied with Mosaica Online Academy of Los</li> </ul>

of Los Angeles Valiant Academy of Los Angeles will annually survey students, parents, and teachers about online school safety and connectedness.	all courses. <ul style="list-style-type: none"> <li>• Personalized Student Achievement Plans (PSAPs).</li> <li>• Analysis of and action plans from community surveys.</li> </ul>	Angeles Valiant Academy of Los Angeles on community survey. <ul style="list-style-type: none"> <li>• 90% of parents are satisfied with Mesaiea Online Academy of Los Angeles Valiant Academy of Los Angeles on community survey.</li> </ul>
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**State Priority #7.** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

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

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

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> <li>• 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous graduation requirements that exceed A-G.</li> <li>• Extensive Support Systems (advisory, tutoring, office hours, remedial courses, etc.).</li> <li>• Comprehensive college admission process and program.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of students graduate on time.</li> <li>• 98% of students are accepted to a 4 year college.</li> </ul>

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

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
Goal 1: All students will become proficient readers and writers of the English Language. Goal 2: All students will become proficient in mathematical skills and content. Goal 3: All students will become proficient in science concepts and scientific thinking.	<ul style="list-style-type: none"> <li>• Standards based and aligned curriculum maps.</li> <li>• Regular benchmark assessments (minimum 3x per year) aligned to standards.</li> <li>• Extensive student support structures (remediation courses, office hours, tutoring, and differentiated instruction).</li> </ul>	<ul style="list-style-type: none"> <li>• 70% or more of all students will demonstrate at least one year of growth on the English STAR test or CCSS test.</li> <li>• 70% of students will show growth on their internal benchmark assessments for English.</li> </ul>

<p>Goal 4: All students will become proficient in social science practice and content.</p>	<ul style="list-style-type: none"> <li>• Rigorous graduation requirements (beyond UC A-G).</li> <li>• Curriculum maps designed to support ELs and struggling students.</li> <li>• Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% or more of all students will be proficient or above English STAR or CCSS test.</li> <li>• An average of 70% or more of all students will be classified as having an advanced or proficient grade level equivalence on Scantron Performance Series assessments.</li> <li>• 97% or more of all students will earn a passing grade of C or above in their English course.</li> <li>• 70% or more of all students will demonstrate at least one year of growth on the CST for math.</li> <li>• 70% of students will show growth on their internal benchmark assessments for math.</li> <li>• 75% of students will be proficient or above on the math STAR test or CCSS test.</li> <li>• 97% or more of students will earn a passing grade of C or above in their math course.</li> <li>• 70% or more of all students will demonstrate at least one year of growth on the CST for science.</li> <li>• 70% of students will show growth on their initial benchmark assessments for science.</li> <li>• 75% of students will be proficient or above on the science STAR test.</li> <li>• 97% or more of students will earn a passing grade of C or above in their science course.</li> <li>• 70% or more of all students will demonstrate at least one year of growth on the CST for social</li> </ul>
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		<p>science.</p> <ul style="list-style-type: none"> <li>• 70% of students will show growth on their initial benchmark assessments for social science.</li> <li>• 75% of students will be proficient or above on the social science STAR test.</li> <li>• 97% or more of students will earn a passing grade of C or above in their social science course.</li> <li>• 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their STAR or CCSS test.</li> <li>• School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and ELD standards and have supports for ELs and struggling students.</li> </ul>
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The Charter School shall pursue the following measurable student outcomes:

OUTCOME	METHODS OF MEASUREMENT
The Charter School shall make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act	Annual AYP determination
The Charter School shall meet or exceed a 93% rate attendance rate.	Period two (2) attendance count.
The Charter School shall meet or exceed its Academic Performance Index (API) growth target school-wide and within reportable subgroups on an annual basis	Annual Academic Performance Index determination



The Charter School shall receive an average score of 8.0 on a scale of 1-10 on annual Parent satisfaction surveys	Annual Parent satisfaction surveys
The Charter School students shall increase Scaled Scores by at least 1.25 years from fall to spring using Scantron Performance Series, which is a nationally normed <i>and</i> criterion referenced assessment.	Pre and Post testing scores

Using the data analysis techniques discussed below, the Charter School will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program and to these stated outcomes, and to further break these outcomes into shorter term benchmarks.

The Charter School will participate in all state required assessments for applicable grade levels in assessing core subjects.

In addition, the use of computer adaptive assessments has the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students, entire grades and the whole school. Thus, the most frequent assessment will be the weekly reports of student performance generated by the online program.

Other assessments will include:

- Criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies: specifically designed for gathering detailed information about how well a student has performed on each of the educational goals of the curriculum.
- Authentic assessments using portfolios—print and video: These portfolios will document students' work, display a command of skills and content, and provide insight into the learning process over time. These will include a variety of student work samples along with observations and evaluations of student learning and performance by the student, school staff, parents and peers as applicable.
- Performance-based assessments: These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, dramatic and oral presentations, video productions, research, etc. The in-class Paragon® component of our curriculum will include many of these types of assessments based on projects conducted individually and in groups.
- Documentary assessments: These assessments involve organizing the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction. These methods of assessment are connected to students' lives and learning experiences and represent the real-world challenges they will face.

## **Use And Reporting Of Data**

### **Report of Individual Student Progress**

The online medium enables close tracking of student progress on an ongoing basis. Teachers, parents and students will be able to clearly track grades and performance against goals daily.

The following formal reports of student progress will also be provided to parents as indicated:

Parent Conferences – required meetings in which the student’s progress is discussed and samples of work provided	4 times per year
Report Cards – distributed at the parent conference (only mailed home on exception basis)	4 times per year
Personalized Learning Plans – either mailed home, given to parent or guardian when child is picked up, or sent home via back pack	4 times per year
Grade Updates – although not specific to the achievement of an individual child, provides parents and guardians with curriculum updates	2 times per year

### **Use of Achievement Data to Improve Upon Charter School Programs**

The Charter School will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations.

As outlined above, the Charter School will implement a range of measurements – both quantitative and qualitative – to track to annual student achievement. These measurements will be used to make adjustments to our educational program.

The Charter School evaluates results analyses, from both longitudinal school-wide performance and comparisons with similar schools tested, into its plan for school-wide shifts in curriculum and instruction on a yearly basis. This will set the tone for teacher training.

Curriculum and accountability staff from ~~Mesa~~Valiant Education will work with school leadership and teachers in training to focus instruction, further align standards in weak areas, shift pedagogical practices and analyze class and student groupings.

Parent feedback will be gathered annually through an independent survey.

### **School Accountability**

The Charter School will be responsible for the publication of an annual School Accountability Report Card (“SARC”).

Pursuant to Education Code Section 47604.3, the Charter School will promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District. The Charter School will automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m). The Charter School recognizes the right of the District to conduct random inspections of the Charter School pursuant to Education Code Section 47607.

#### **ELEMENT 4: GOVERNANCE STRUCTURE**

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

#### **Non-Profit Public Benefit Corporation**

The Charter School will be operated by ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles (“~~Mosaica~~ Valiant Online”), a California Nonprofit Public Benefit Corporation.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of The Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law. Attached, as Appendix 6, please find the Articles of Incorporation, Corporate Bylaws and Conflict of Interest Code for ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles.

#### **Board of Directors**

The Charter School is governed by a corporate Board of Directors who shall be selected, and serve, and govern the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law.

In accordance with Education Code Section 47604(b), the District may appoint a representative to serve on the Board of Directors. Neither employees of nor contractors to the Charter School will serve on the board.

At least once quarterly, the Board of Directors will meet within a 30-mile radius of the District Office.

As previously cited, attached, as Appendix 1, please find the resumes of the current board members.

#### **Board Duties**

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing;

- Negotiation and approval of a MOU or other contracts with the District;
- Approval of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal)
- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law
- Long-term strategic planning for the Charter School;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Reviewing and approving the selection of the Head of School, as necessary;
- Reviewing and approving the evaluation of the Head of School;
- Monitoring the performance of the Charter School and taking necessary action to ensure that the Charter School remains true to its mission and charter;
- Monitoring the fiscal solvency of the Charter School;
- Participation in the Charter School's independent fiscal audit;
- Participation in the Charter School's performance report to the District;
- Participation as necessary in student expulsion matters; and
- Increasing public awareness of the Charter School
- Fundraising efforts

The Charter School will update the District of changes to the Charter School Board of Directors.

The Charter School's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

### **Board Meetings**

The Board of Directors will meet at least monthly (except for summer months) to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

The Charter School shall adopt a conflicts code which shall comply with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code and any conflicts restrictions that may be adopted in the future as applicable to the Charter School.

The Board of Directors meetings will be headed by a Board President, who will be elected annually amongst the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

### **Board Training**

The Board of Directors shall participate annually in training regarding board governance, the Brown Act, and conflicts of interest rules.

### **Board Delegation of Duties**

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those duties with the exception of dismissal of employees, approval of Board policies, approval of the budget or budget revisions or purchases over \$25,000. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

### **Charter School Head of School**

The Head of School will be the leader of the Charter School. The Head of School will ensure that the curriculum is implemented in order to maximize student-learning experiences. She/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Head of School will be responsible for administering the Charter School in all of the aspects of its day to day operations, working with the Charter School Board of Directors, the District, students, parents, and community members and the other governing bodies specified by local and state law. The Head of School's duties shall include, but are not limited to, the following:

- Provide instructional leadership to the Charter School
- Attend meetings at the District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties;
- Supervise all employees of the Charter School; make recommendations to the Board of Directors regarding the hiring of all Charter school employees;
- Provide performance evaluations of all Charter School employees at least once annually;
- Prepare proposals of policies for adoption by the Board of Directors;
- Provide comments and recommendations regarding policies presented by others to the Board;
- Advise the Board and make written recommendations to the Board on programs, policies, budget and other school matters;
- Communicate with the Charter School's legal counsel;
- Stay abreast of school laws and regulations;
- Participate in the dispute resolution procedure and the complaint procedure when necessary;
- Write applications for grants;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues periodically upon request;
- Provide all legally required financial reports to the District;
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles;
- Present quarterly financial reports to the Board of Directors;
- Provide assistance and coordination in the implementation of curriculum;
- Oversee parent/student/teacher relations;
- Attend IEP meetings as required by law;
- Oversee student disciplinary matters;

- Coordinate the administration of Standardized Testing;
- Plan and coordinate student orientation;
- Attend all Charter School Board meetings and attend as necessary District Board meetings;
- Site safety;
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities;
- Establish a Communication Model to facilitate communication among all the groups within the Charter School, between the Charter School and the District, and between the Charter School and the community at large;
- Graduations; and
- Facilitate recruitment, information, and back to school events.

The above duties may be delegated or contracted as approved by the Board to another employee of the Charter School or to an appropriate third party provider as allowed by applicable law.

### **Parent Participation in Governance**

The Board of the Charter School shares common goals towards the involvement of parents in their students' education. As stated earlier, research has clearly demonstrated that increased parental involvement in a child's education directly impacts student achievement rates. At the Charter School we are interested in increasing opportunities for whole families by empowering parents with confidence and trust in the educational setting. Therefore, school leaders, teachers and board members will personally invite and encourage parent participation in all facets of the Charter School's operation.

The very nature of the online program allows for parental involvement on a daily basis through access to the Learning Management System and all teacher/student communications. Parents are encouraged to support students in their academic pursuits and to participate in synchronous online events with students and staff.

We offer training in the areas of school curriculum and technology for parents to be able to work with their children to keep them at a level where they meet and exceed the established goals of their personalized student achievement plan. The Charter School will feature periodically scheduled Paragon Nights, which follow the culmination of Paragon Units. Parents and family members will be invited to attend these online events to celebrate with their children and watch student performances.

Parents will receive regular email communications with detailed information about upcoming subjects, events, and areas to focus on assisting their children.



## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

In accordance with Charter School health and safety policies, described below, all employees shall be fingerprinted and background checked and receive background clearance and tuberculosis clearance prior to commencing employment with the Charter School.

Following are descriptions of the key positions for the Charter School.

**Please Note:** *These descriptions are intended to indicate the kinds of tasks and levels of work difficulty that will be required of these positions. They are not intended to limit, or in any way to modify the right of any supervisor to assign, direct or reassign duties and responsibilities of this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.*

***Position:*** *Head of School*

***Last Revision:*** *7-1-13*

***Employment Type:*** *Administration/At-Will/Exempt*

***Reports to:*** *MosaicaValiant Education  
Regional Vice President*

***Accountable To:*** *MosaicaValiant Education and School Board of Directors*

***Supervisory Responsibilities:*** *Responsible for the supervision and training of all school staff. Responsible for performing all supervisory responsibilities in accordance with applicable laws and the school's charter and outlined policies and procedures.*

**Position Summary:** To serve as the leader of the Charter School. Provide school leadership that ensures excellence in teaching and student learning while promoting community support and maintaining efficiency in operation. To insure compliance with all aspects of: state and federal law; board policies and procedures; and compliance requirements of the authorizer.

### **Primary Tasks<sup>5</sup>:**

1. Create a school culture that focuses on student and adult learning.
2. Set high expectations and standards for the academic and social development of all students and the performance of adults.
3. Demand content and instruction that ensures student achievement of academic standards as outlined in the charter agreement.
4. Create a school philosophy that values continuous learning for adults tied into student learning and other school goals.

<sup>5</sup> NAESP in partnership with Collaborative Communications Group, Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do

5. Use multiple sources of data collection to analyze barriers to achievement and to access, identify and apply instructional improvement.
6. Actively engage the community to create shared responsibility for student and school success.

#### Characteristic Duties and Performance Standards: (Essential)

1. Articulate a clear vision of the goals, objectives and commitment of the charter school to all stakeholders. Communicate effectively with parents, students, faculty, the board, state authorizer, ~~Mosaica~~ Valiant Education and community. Communicate board actions to faculty, staff, students, and parents.
2. Recruit, interview and select qualified teachers and other staff. Insure that all new hire documentation is submitted to the appropriate parties in a timely manner.
3. Provide instructional and learning leadership that focuses on the four basic elements of: curriculum, instruction, performance and evaluation.
4. Share responsibility for the development and implementation of the Charter School's strategic plan to insure that educational goals, assessment standards and benchmarks are met according to the charter agreement.
5. Insure and oversee the accurate maintenance of administrative records meeting all state and regulatory requirements.
6. Set job performance standards, and evaluate faculty and staff.
7. Institute a mentoring program for teachers within the Charter School.
8. Oversee and insure meaningful parental involvement in the Charter School and their child's learning.
9. Generate public support for the Charter School's program and education in general as the public information officer of the Charter School and supervisor of the overall public relations program.
10. Oversee the development and implementation of marketing plans to attract students to the charter school.
11. Monitor the school curriculum and the *Paragon Curriculum* to insure proper implementation and assessment and to insure that it is updated annually.
12. Develop and implement a school budget, analyze and control expenditures with an understanding of the relationship between the instructional program and the budgeting process. Supervise and insure that financial reports are completed and submitted to the board in a timely manner.
13. Write proposals for grants and/or oversee grant writing.
14. Supervise and insure the accuracy and completion of the Annual Report and annual school calendar and submit them to the board in a timely manner. File all required

reports with local, state and federal education agencies, Board of Directors and authorizer.

15. Work with the appropriate staff to develop schedules and staff assignments and to insure the effective and efficient use of time to protect academic subject blocks from disruptions.
16. Communicate policy recommendations for the Board's consideration and action.
17. Serve as chairperson for faculty meetings, academic committees, school improvement committees and administrative committees and attend other committees as needed.
18. Direct and serve as a model to insure the safety, security and attractiveness of the Charter School building and grounds. Oversee the development of a Code of Student Conduct that defines the responsibilities of administrators, teachers, parents, and students in supporting a safe, secure learning environment.
19. Develop, with the Charter School leadership team, the Emergency Response Plan and insure its effective implementation by all staff and students.
20. Provide effective staff and professional development programs that are tied to student learning and match school goals to model continuous professional growth and improved student and teacher performance.
21. Use multiple sources of data collection including standardized tests, portfolios, observations, conferences and grades to assess student performance and to plan instruction.
22. Use technology effectively for administrative, instructional and communications functions.
23. Attend local, state, and national events as much as possible and participate in local and state principals' associations and the California Charter Schools Association.
24. Be familiar with school law, including the implications on the educational program and on liability. Keep abreast of developments and consult with the board members in times of uncertainty.
25. Adhere to all procedures and policies as outlined in the Employee Manual.

Performance Standards:(Marginal)

1. Perform various assigned responsibilities, as allowed by state and federal law; of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Master's Degree in education, management or related field. A minimum of three years demonstrated work experience as a HoS/principal, assistant HoS/assistant principal or related professional field.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Work on multiple projects and adhere to deadlines.

- Respond to requests by the board, authorizer and parents in a positive and timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.
- Motivate and create a shared vision within the Charter School community.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

**Required Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Position:** Curriculum Implementation Specialist      **Date of Last Revision:** 3-29-08

**Employment Type:** Professional/Exempt/At-Will      **Reports To:** Head of School

**Accountable To:** Head of School; ~~Mesaica~~Valiant Education Regional Vice President of Curriculum and Operations; and ~~Mesaica~~Valiant Education Regional Curriculum Implementation Specialist

**Supervisory Responsibilities:** The CIS is responsible for supervising and providing expertise in instructional program implementation of all curriculum areas and providing professional development.

**Position Summary:** To serve as the Instructional Specialist for all areas of the curriculum and facilitator for all academic programs for the Charter School. Monitor curriculum implementation and instruction to ensure excellence in teaching that supports student achievement. Provide teachers with an exemplary ongoing professional development program that contributes to their development as knowledgeable, informed, responsible and accountable educators and as leaders.. Ensure that students receive a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the continuous development of their intellect and problem solving skills.

### **Primary Tasks:**

1. Share a commitment to the success of the mission, goals, and objectives of the charter school.
2. Provide leadership and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the achievement of instructional staff, students and own personal performance.
4. Offer continuous and targeted professional development that directly supports the Charter School curriculum and instruction that ensures continuous student achievement of the Charter School's academic standards.

5. Model effective instructional practices, including delivery of instruction using effective teaching strategies, and provide effective feedback, professional development and coaching for teachers in mastering these practices.
6. Provide support through modeling, team teaching or observing each teacher at least twice per month.
7. Exhibit leadership and support for a school philosophy that values continuous learning for adults tied into student learning and other school goals.
8. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
9. Provide opportunities for the community to be involved in student and school success.
10. Work collaboratively with the Regional Curriculum Implementation Specialist (RCIS) to provide curriculum and instructional support and professional development for staff.

### **Characteristic Duties and Performance Standards: (Essential)**

#### **Curriculum and Instruction**

1. Accept responsibility for the successful implementation of the Charter School's academic programs and for the achievement of students.
2. Provide leadership in curriculum mapping and lesson planning, in alignment with state standards and grade level expectations.
3. Monitor curriculum implementation and effective instruction, providing feedback, coaching, and training in targeted areas of need.
4. Lead grade level and/or content area meetings on topics of curriculum, instruction, and assessment; and provide leadership in curriculum and instruction during staff meetings, and on an individual basis.
5. Monitor the use of student achievement data from multiple sources (including standardized tests, ILS data, curriculum-based assessments, other assessments and other data) to inform instruction.
6. Provide support for intervention programs based on Personalized Student Achievement Plans and monitor program effectiveness based on data.
7. Assume responsibility for coordinating and reporting monthly teacher feedback surveys on Paragon Curriculum to the Regional Curriculum Implementation Specialist.
8. Serve as resource specialist for the Paragon multimedia materials.
9. Guide and support teachers in the creation of multimedia displays for each Paragon Unit, including but not limited to ensuring that all applicable multi-media pieces for each unit are on display in the Paragon Out of the Box suitcase.
10. Provide leadership for Paragon Nights held at the end of each Paragon Unit in order to maximize parent, staff, student, and community participation.

11. Select appropriate, approved materials for implementation of the Paragon Curriculum and guide teachers in the effective use of multimedia resources and technology for full Paragon implementation.
12. Guide teachers in the effective use of instructional and support materials for full implementation of all areas of the curriculum.
13. Guide teachers in adapting materials and methods across the curriculum to the learning styles and instructional levels of individual students, using multiple appropriate differentiation strategies, including but not limited to instructional grouping.

### **Professional Development**

1. Guide teachers' learning process towards achievement of curriculum and instruction goals to maximize student achievement.
2. Guide teachers' learning process towards the creation and updating of Personalized Student Achievement Plans and their use to maximize student achievement.
3. Guide teachers' learning process in the use of student achievement data from multiple sources (including standardized tests, ILS data, curriculum-based assessments, other assessments and other data) to inform instruction.
4. Lead teachers in effective planning, curriculum mapping and organization for instruction, in alignment with state standards.
5. Motivate teachers to achieve their highest level of ability and potential through activities, assignments, relationships, participation and feedback; hold high expectations and demonstrate sensitivity to different learning styles.
6. Demonstrate exceptional educational techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
7. Use ~~Mesa~~Valiant Education Leadership Tool Kit observation tools effectively to monitor effective instruction and provide feedback, support, and coaching for improvement of instruction.
8. Monitor individual progress toward the achievement of goals via the Individualized Professional Development Plan (IPDP) and provide professional development and support/coaching/mentoring as appropriate.
9. Support teachers in the creation of a Paragon portfolio that chronicles their journey as teachers and provides reflection on professional practice.

### **Leadership**

1. Assume responsibility for Parent Education at Paragon Programs. Provide the script for transitions between student performances to include the narrative historical context and a review of what the students have learned during the time period studied.
2. Model creative instructional methods and procedures that adapt effectively to unusual situations.
3. Organize resources effectively to support learning activities online, in the classroom, the Charter School, and the community.
4. Work cooperatively with parents to generate parents' confidence in the teacher and instructional program.
5. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
6. Promote good citizenship through actions as role model. Display personal qualities that reflect favorably upon the individual, the group, and the Charter School.
7. Provide a school culture based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
8. Participate in the development of policies and regulations that affect instruction and conditions for success.
9. Provide leadership and expertise as a member of the School Improvement Team or similar, including but not limited to compilation and analysis of needs assessment data and use of the data to set goals, develop plans, and monitor progress toward goals throughout the Charter School improvement process.
10. Identify and participate in professional development opportunities.
11. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
12. Share responsibility for professional, cooperative staff relations and for other activities important to operation of school.
13. Conduct ones self according to professional, ethical principles. Continually strive to improve methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
14. Share responsibility for marketing the Charter School in the community.
15. Display pride in being a member of the Charter School Leadership Team.

16. Adhere to all procedures and policies as outlined in the Employee Manual.

**Performance Standards: (Marginal)**

1. Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Bachelor's Degree in Social Sciences or Humanities, Masters Degree in Curriculum and Instruction or comparable educational attainment; valid teacher certificate (as appropriate, per state requirements) , meeting federal guidelines for highly qualified teacher in at least one content area; demonstrated competence with a minimum of 4 years of classroom teaching experience as a Reading and Language Arts teacher, Social Science and Humanities teacher, and/or media resource specialist and teacher trainer; demonstrated experience as a leader in Curriculum and Instruction or related field. Experience with oral history or the performing arts preferred. Must demonstrate competency in all areas of content responsibility and be computer literate.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Demonstrate superior facilitation and expert presentation skills
- Exhibit a high caliber of expertise in core subject areas.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Research effectively, including Internet research proficiency, working knowledge of MS Word and educational software.
- Map and implement curriculum, in alignment with Common Core State Standards and grade level expectations.
- Analyze achievement data, communicate results, and develop plans for improvement based on the data.
- Demonstrate knowledge and understanding of adult learning theories and the practice of coaching teachers in the area of instruction.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.
- Work collaboratively with members of the Charter School leadership team, teachers, ~~Mosaica~~Valiant Education regional team members, and others to support the ~~Mosaica~~Valiant Educational Model.
- Motivate and create a shared vision within the Charter School community.
- Be respected as an adult learner and as an individual.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

**Required Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are



representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

***Position:*** Teacher

***Date of Last Revision:*** 03-19-08

***Employment Type:*** Professional/Exempt/At-Will

***Reports To:*** Chief Administrative  
Officer

***Accountable To:*** The Board of Directors

***Supervisory Responsibilities:*** Students, Volunteers, and Assigned Staff.

**Position Summary:** To serve as a teacher for the Charter School. To provide students with a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the development of their ability to apply their intellect to solving problems and contribute to their communities as enlightened and responsible citizens.

**Primary Tasks:**

1. Share a commitment to the success of the mission, goals, and objectives of the charter school.
2. Support and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the achievement of students and own personal performance.
4. Offer content and instruction that ensures student achievement of school's academic standards.
5. Support a school philosophy that values continuous learning for adults tied into student learning and other school goals.
6. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.
7. Provide opportunities for the community to be involved in student and school success.

**Characteristic Duties and Performance Standards: (Essential)**

1. Accept responsibility for the achievement of students.
2. Guide the learning process toward achievement of curriculum goals and implementation of personal learning plans of students.
3. Demonstrate effective planning and organization for instruction by: having lesson plans available at least one week in advance to assist in case of absence; taking attendance as required; tracking and submitting grades accurately and on time.

4. Motivate students to achieve at their highest level of ability and potential through activities, assignments, relationships, participation and feedback; set high expectations; and demonstrate sensitivity to different learning styles.
5. Use creative instructional methods and procedures and adapt effectively to unusual situations.
6. Select appropriate materials for implementation of the Paragon Curriculum and adapts materials and methods to learning styles and abilities of students.
7. Use resources effectively to support learning activities.
8. Demonstrate exceptional techniques which include: the art of questioning, clarity of assignments, communication in large and small groups and with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences.
9. Work cooperatively with parents and generate parents' confidence in the teacher.
10. Demonstrate genuine concern for students in a climate characterized by high personal and student expectations.
11. Promote good citizenship through actions as role model.
12. Provide an atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship.
13. Participate in the development of policies and regulations that affect instruction and conditions for success.
14. Use technology effectively for instruction, record keeping and other administrative tasks, and communications
15. Share responsibility for professional, cooperative staff relations and for other activities important to operation of school. Serve, when asked, as a teacher mentor.
16. Adhere to professional, ethical principles. Continually strive to improve classroom methods, teaching techniques, and interpersonal relationships. Adhere to all school policies for both students and personnel.
17. Share responsibility for marketing the Charter School in the community.
18. Display personal qualities that reflect favorably upon the individual, the group, and the Charter School.
19. Display pride in being a teacher and a member of the charter school team by displaying positive behavior and fully participating in the school culture. Attend faculty meetings and participate on committees.
20. Identify and participate in professional development opportunities.
21. Conduct and document parent conferences.
22. Adhere to all procedures and policies as outlined in the Employee Manual.

Performance Standards: (Marginal)

- Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Bachelor Degree in Education or related discipline (i.e., social science, humanities). Must have appropriate credentials and be highly qualified as designated by the State Department of Education. Must demonstrate competency in all areas of content responsibility and be computer literate.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Exhibit a high caliber of expertise in subject matter.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.
- Motivate and create a shared vision within the Charter School community.
- Be respected as an adult learner and as an individual.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Required Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

***Position:*** School Counselor

***Date of Last Revision:*** 01-06-03

***Employment Type:*** Professional/Exempt/At Will

***Reports To:*** HOS

***Accountable to:*** The Board of Directors

***Supervisory Responsibilities:***

Position Summary: To provide the Charter School community, parents, student and teachers with an exemplary, ongoing professional student-counseling program. To provide services which contribute and respond to the individual needs of students and their parents by: arranging for

initial assessments; participating on IEP team as appropriate; conducting or overseeing evaluations; developing and refining the behavior management system; monitoring interventions; serve as liaison with school staff and outside resources; and maintaining consistency and continuity in the Charter School's response procedures.

#### Primary Tasks:

1. Share a commitment to the success of the mission, goals, and objectives of the charter school.
2. Support and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the achievement of students and own personal performance.
4. Offer resources, professional expertise and coaching that supports student achievement of school's academic standards.
5. Support a school philosophy that values continuous learning for adults tied into student learning and other school goals.
6. Use multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to the improvement of the behavior management program.
7. Offer opportunities for the community to be involved in student and school success.

#### Characteristic Duties and Performance Standards: (Essential)

1. Accept responsibility for the successful implementation of the Charter School's program and for the achievement of students.
2. Develop or refine the behavior management system
3. Assume responsibility for coordinating, monitoring and reporting student interventions.
4. Serve as resource specialist for teachers and parents regarding any counseling needs.
5. Work with students, parents and staff in a compassionate and productive manner.
6. Assist teachers in effective planning, organization and implementation of strategies for optimum behavior management.
7. Serve as liaison to school staff and outside resources; maintain consistency and continuity in the Charter School's response procedures.
8. Plan for initial student assessment and participate on the IEP team as appropriate.
9. Conduct or oversee student evaluations.
10. Utilize excellent research and communication skills, including Internet research, MS Word and educational software to support the behavior program.
11. Guide the teacher learning process toward working with student behavior and time management in order to better implement the personal learning plans of students.

12. Identify and develop creative intervention methods and procedures to adapt effectively to unusual situations.
13. Organize resources effectively to support student learning online, in the classroom, the Charter School, and the community.
14. Demonstrate exceptional counseling techniques including documentation and student tracking.
15. Work cooperatively with parents and generate parents' confidence in the teacher and the Charter School community at large.
16. Demonstrate genuine concern for students and teachers in a climate characterized by high personal and student expectations.
17. Promote good citizenship through actions as a positive role model.
18. Provide a school culture based on the principles of firm, fair, and consistent practices, respect for individual students, and development of responsible citizenship.
19. Participate in the development of policies and regulations that affect student development and conditions for success.
20. Use technology effectively for instruction, record keeping and other administrative tasks, and communications.
21. Conduct one-self according to professional, ethical principles.
22. Display personal qualities that reflect favorably upon the individual, the group, and the Charter School.
23. Display pride in being a member of the Charter School Leadership Team.
24. Be familiar with and support school administration in the effective implementation of the Charter School's Emergency Response Plan.
25. Adhere to all procedures and policies as outlined in the Employee Manual.

Performance Standards: (Marginal)

- Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Graduate degree in Counseling, Social Work or related field, valid state certification and demonstrated competence as a school based social services counselor. Must demonstrate mastery of all areas of counseling responsibility and be computer literate. Must demonstrate a strong understanding of local, regional, State and Federal resources that support families, students and school institutions.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Exhibit a high caliber of expertise in counseling and student and family support.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.
- Motivate and create a shared vision within the Charter School community.
- Be respected as an adult learner and as an individual.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

**Required Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

***Position:*** School Secretary

***Date of Last Revision:*** 01-06-03

***Employment Type:*** Administrative/Non-Exempt/At-Will    ***Reports To:*** Head of School

***Accountable To:*** Board of Directors

**Position Summary:** To provide secretarial support to the Head of School, Leadership Team and other school staff. To provide excellent maintenance of student, vendor, and correspondence files while complying with all corporate, local, state and federal guidelines and procedures.

**Primary Tasks:**

1. Share a commitment to the success of the mission, goals, and objectives of the charter school.
2. Support and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the front office support staff.
4. Support the HOS by offering organizational and technical assistance that ensures compliance with all corporate, local, state and federal guidelines and procedures.
5. Support a school philosophy that values continuous learning for adults tied into student learning and other school goals.
6. Support the use of multiple sources of data collection to analyze barriers to student achievement and to access, identify and apply to instructional improvement.

7. Support all efforts to provide opportunities for the community to be involved in student and school success.

Characteristic Duties and Performance Standards: (Essential)

1. Provide continuous support to the Head of School and all administrative personnel. Keep the HOS informed of all necessary information including: customer and staff complaints and incidents; planned and unplanned time off.
2. Answer and direct all incoming calls and coordinate the reception of all visitors to the Charter School building.
3. Collect information, prepare reports and correspondence as required by supervisor.
4. Sort and distribute mail.
5. Copy and distribute materials as required by the supervisor.
6. Adhere to the policies and procedures related to the maintenance of all office records and student files.
7. Track documentation, as required, for student files, parent contact, visitors, incident and accident reporting, employee tardiness and absences.
8. Maintain good parent relations and communication through a positive manner and professional image.
9. Utilize all features of computer programs necessary for completing the Charter School reporting procedures.
10. Work effectively with parents and staff and generate parent's confidence in the Charter School and Head of School.
11. Demonstrate genuine concern for the students and the staff by maintaining high personal standards and strong work ethic. Be consistent and reliable in arrival and attendance as an essential function to assure the proper operation of the Charter School.
12. Promote good citizenship through actions as a role model.
13. Accept responsibilities as delegated by the Head of School and/or other supervisory authority.
14. Use technology with efficiency for record keeping, administrative tasks, and communications.

15. Share responsibility for professional, cooperative staff relations and for activities important to the operation of the Charter School.
16. Conduct one-self according to professional, ethical principles. Continuously strive to improve office methods, clerical techniques, and interpersonal relationships.
17. Accept responsibility for marketing the Charter School in the community.
18. Display personal qualities that reflect favorably upon the individual, the group and the Charter School.
19. Display pride in being a member of the Charter School team and Administrative Staff.
20. Be familiar with and support school administration in the effective implementation of the Charter School's Emergency Response Plan.
21. Adhere to all procedures and policies as outlined in the Employee Manual

Performance Standards: (Marginal)

- Perform various assigned responsibilities, as allowed by state and federal law, of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Associates Degree in Secretarial Sciences, Business or related field is required. Three years experience in a secretarial and/or reception position in a high volume office setting is required. High School Diploma and two additional years experience may be substituted for the Associates Degree requirement. Experience in school office operations is preferred.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Consistently organize incoming and outgoing tasks and communications.
- Consistently utilize all features of the computer programs necessary for completing school reporting procedures. Use Word, Excel, and Outlook programs in a proficient manner. Learn and implement new computer programs as needed.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Display a professional appearance.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, visitors, authorizer and community.
- Motivate and create a shared vision within the Charter School community.



- Be respected as an adult learner and as an individual.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Required Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### Required educational level / credentialing:

Charter School teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(I), and shall meet applicable “highly qualified” requirements required by the No Child Left Behind Act through prior experience and extensive professional development.

Student to teacher ratio will be in accordance with Education Code Section 51745.6. The Charter School will maintain auditable files of teacher credentials on-site in compliance with applicable law.

#### Teacher Recruitment

The Charter School will develop a comprehensive teacher recruitment policy to attract highly-qualified, credentialed teachers. The Charter School recruitment strategies for employing highly qualified teachers include using established teacher credentialing services, such as EdJoin, Monster.com, college employment fairs, among other generally acceptable strategies.

The Charter School will advertise locally, regionally and nationally to attract the best staff, using Internet resources as well as local and regional newspapers forums and national periodicals. We will also host local job fairs and attend area college/university job fairs.

Teachers will be required to hold a degree in education or related discipline (*i.e.* social science, humanities), hold the appropriate certification, demonstrate competence in all areas of content responsibility, demonstrate computer literacy, be respected as a professional educator and as an individual, and exhibit excellent verbal and written expression as well as strong interpersonal skills. Additional qualifications for staff positions are available upon request. Additionally, thorough background screenings will be performed on all staff at the Charter School.

#### Professional Development

MosaicaValiant will provide both school leadership training via MosaicaValiant Education’s Leadership Institute and school-wide teacher training in both on-site and off-site venues. The Charter School is committed to providing continuous opportunities to better teaching and leadership at the Charter School.

Teachers will engage in pedagogy trainings as well opportunities in subject matter, licensure, or continued education experiences in their fields. Our approach is two-fold. Teachers and leaders will work on their own development in their fields of expertise as well as receiving cross-curricular training to understand curriculum implementations. This is crucial for we believe that for teachers and leaders to be effective, they must maintain high standing in their own respect and take ownership of their careers. This leads to the second cadre of our approach – a focus on curricular, instructional, and instructional-climate strategies to improve student success. Teachers and leaders must be armed with the confidence, knowledge, tools, and experience to maximize effectiveness. We therefore pair student performance data, parent satisfaction data and climate findings with instructional strategies that reinforce progress and success or meet the need to change what’s ineffective. Full documentation of teacher orientations, school year trainings and Institute plans are available upon request. The following is a brief overview.

MesaieaValiant Leadership Institute: In an endeavor to build a team of educational leaders whose talent, vision and energy wield a dramatic national impact on excellence in public education, MesaieaValiant Education launched the MesaieaValiant Leadership Institute (VMLI) in early 2001. School leadership team members, including Head of Schools and Program Facilitators who are new to MesaieaValiant Education, attend two weeks of pre-service training. Participants attend seminars in general management topics such as finance and accounting; hiring, retaining and mentoring of employees; understanding our “customer”; and Charter school law/development. In addition, participants attend 5 three-day workshops that provide school leaders with key information, strategies and resources to hone their skills as true instructional leaders. During these interactive workshops, leaders gain the information, tools, strategies and resources they will need to successfully lead and support their teachers in creating an effective learning experience, implementing the curriculum, and, thereby, helping all students to meet Common Core State Standards. During training, all leaders complete Action Plans. The plans help staff to put “into action” the new knowledge and strategies they have explored in training. The written action plan serves an excellent tracking tool as supervisory staff is able to easily monitor each task until completion. Additional Action Plans are created as needed throughout the year.

MesaieaValiant Education and the ~~Mesaiea Online Academy of Los Angeles~~ Valiant Academy of Los Angeles are committed to recognizing and promoting the Charter School’s best and brightest. We believe that star performers should be encouraged and mentored to take full advantage of the opportunities afforded by the growth of the charter school movement. To that end, MesaieaValiant Education solicits nominations from school leadership, corporate regional staff, and the board as a whole, asking these key players to join the effort to recognize the individuals whose daily contributions distinguish the Charter School by nominating exemplary teachers and administrators to become a part of MesaieaValiant Leadership Institute. Individuals selected to participate in VMLI are expected to make a significant commitment of time and energy to the MesaieaValiant Education training workshops. VMLI uses a combination of workshops, e-learning assignments and mentoring experiences with various MesaieaValiant Education leaders. This enables the company to address extensive and rigorous content within the time restrictions that confine full-time professionals.

Teacher Training and Support: A Rand (Critical Technologies Institute, March 1995) study found that new teaching strategies can require as much as 50 hours of instruction, practice, and coaching before teachers can effectively use them. MosaicaValiant Education-partnered schools provide teachers with ongoing training and devote at least 20 days the first year and 15 days each additional year towards professional development. Teachers new to MosaicaValiant Education schools receive and participate in two weeks of pre-service training. This proprietary training gives teachers a solid set of tools, strategies and resources to help them implement the curricula successfully—and bring success to students. Week 1 of pre-service training is presented by MosaicaValiant Education staff in a style that models the effective teaching strategies teachers are to use in their real and/or virtual classrooms. Not only do participants learn about effective teaching strategies, they experience them. During each day of the five-day training, teachers explore, practice, and apply pedagogical philosophies, and strategies in community building, classroom and/or online educational management, informal and formal assessment, and effective teaching. Teachers also create an Interactive Training Binder—an organizational tool modeled after a similar binder used by MosaicaValiant Education students in Paragon Humanities. In this binder, they organize their research, handouts, reflections, questions, and answers. By the end of week 1, they have a useful reference tool that they will refer to throughout the next week of training, the first week of school, and beyond.

During Week 2 of pre-service training, new teachers are joined by returning teachers. During this week, teachers apply their new knowledge--gained during Week 1--even more specifically. Teachers work together to become familiar with their curricula, identify and apply effective teaching strategies, and connect with standards. Teachers then write lesson plans to reflect these goals. They also practice implementing lessons for their peers and supervisors—gaining valuable feedback to ensure that their first days in the classroom are confident and successful.

During training, teachers also receive brief checklists outlining the essential elements that should be evident as they teach language arts, math, science, and Paragon. They understand that these checklists can and will be used by their Program Facilitator and HOS for informal review of their teaching practices in action. These checklists serve as excellent tools for discussion, feedback and tracking of teacher growth. Teachers are encouraged to keep their checklists in a prominent or easily accessible place so that they have an on-going reminder of key aspects of an effective learning environment.

Teachers receive on-going support from their program facilitators during weekly grade group meetings and an additional 5 in-service days throughout the year. During these meetings program facilitators address teachers concerns and provide additional information, resources, and strategies to ensure that teachers continue to create educational experiences that foster student achievement. A MosaicaValiant Education newsletter is also sent out to educational staff on a regular basis, providing them with updates, hints, reminders, and other information that will support them in meeting the needs of their students.

In-service education at the Charter School will be tailored to the student population and to instructional strategies. Several strategies will support ongoing teacher training. One or more in-house curriculum specialists provide regular teacher training and curriculum support. These program facilitators provide ongoing professional development, pedagogical training and

teaching support. In weekly grade group meetings for Paragon, teachers will engage in collaborative planning with colleagues which tailors the curriculum to the specific needs of students and that draws effectively on the talents, passions and resources of teachers, parents, and community members. Workshops provided for teaching staff will include, but are not limited to, reclaiming youth at risk, resiliency training, the Paragon Curriculum, the application of technology in instructional settings, Common Core State Standards, assessment, and the development of instructional learning work plans.

To reward excellence in teaching and mentoring, ~~Mosaica~~Valiant Education has a professional track including a variety of seminars and conferences teachers may attend based on their individual professional development plan. The Charter School will allocate resources to professional development opportunities as part of our efforts to attract and maintain highly qualified staff. ~~Mosaica~~Valiant Education will also work with the Charter School to implement strategies to ensure that we do not lose our most valuable resource—trained, committed teachers—to the competition, be it charter, district, or private. New charter schools tend to attract risk takers who are excited by the possibility of starting from scratch and creating a new school of choice in communities that have had few or no educational options. Such staff members energize the Charter School and contribute to the vitality and flexibility that will undoubtedly become a defining tenet of the Charter School's school culture.

## **ELEMENT 6: HEALTH AND SAFETY PROCEDURES**

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

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures in consultation with its insurance carriers and risk management experts to implement the above policies. The Charter School will maintain a copy of facilities inspections on file. Safety and disaster plans appropriate to the facilities will be developed.

The following is a summary of the health and safety policies of the Charter School:

- **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

- **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

- **TB Testing**

Employees will be tested for tuberculosis prior to commencing employment as required by Education Code Section 49406.

- **Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

- **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

- **Vision, Hearing/Scoliosis**

Students will be screened for vision, hearing and scoliosis in accordance with Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

- **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

- **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

- **Drug Free/Alcohol Free/Smoke Free Environment**

The Charter School shall function as a drug, alcohol and tobacco free workplace.

- **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire

alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

### **Comprehensive Sexual Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy, a draft of which is attached as Appendix 7.

## **ELEMENT 7: RACIAL AND ETHNIC BALANCE**

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

The Charter School will implement a student recruiting strategy that will ensure that the student population at the Charter School will be reflective of the general population residing within the territorial jurisdiction of the District. The Charter School will monitor the racial and ethnic balance among its students on an annual basis and implement remedial measures if the Charter School's student population is not reflective of the general student population of the District. The Charter School will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies include the following:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.

Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the district.



## **ELEMENT 8: ADMISSIONS REQUIREMENTS**

*Governing Law: Admissions requirements, if applicable. —California Education Code Section 47605(b)(5)(H)*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School shall comply with all applicable legally required minimum and maximum age requirements.

Upon admission to the Charter School, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;
- Execution of a master agreement as required by independent study law.

All students who wish to attend the Charter School shall be admitted, subject only to capacity. Admission to the Charter School shall not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2) and Education Code Section 51747.3.

If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, admission, except for existing students of the Charter School, shall be determined by a public random drawing. In the case of a public random drawing, the following will be given preference for admission to the Charter School:

1. Existing students enrolled in the Charter School
2. Siblings of existing students enrolled in the Charter School
3. Children of Charter School employees
4. Students who reside in the District
5. Students who reside in Los Angeles County
6. All other applicants

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is

provided by the Charter School to the District.

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

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year should it be necessary.

## **ELEMENT 9: INDEPENDENT FINANCIAL AUDIT**

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

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the Charter School and the operating corporation ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles will be kept in accordance with generally accepted accounting principles, and shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller's Office on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Head of School, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

## **ELEMENT 10: SUSPENSION/EXPULSION PROCEDURES**

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* ~~which~~, which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Head of School's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

## **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive

educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.



- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or the Head of School's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the

Head of School or designee.

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Head of School or Head of School’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

## **D. Authority to Expel**

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School’s

governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons

of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **I. Written Notice to Expel**

The Head of School or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense



committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

#### **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

#### **L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### **M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Head of School or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

#### **O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

### 1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

## 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **ELEMENT 11: RETIREMENT SYSTEMS**

*Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. —California Education Code Section 47605(b)(5)(K)*

The Charter School will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience.

All Charter School employees will participate in the Social Security system and full time employees will have access to ~~Mesaica~~ Valiant's 401(k) program.

The Head of School shall coordinate and ensure appropriate arrangements are made for coverage in applicable retirement programs.

## **ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

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

### **ELEMENT 13: EMPLOYEE RETURN RIGHTS**

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

No person shall be required to work at the Charter School. Persons employed at the Charter School are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at the Charter School and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. The Charter School shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

#### **ELEMENT 14: DISPUTE RESOLUTION**

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

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of the Charter School or the District's oversight obligations, or a dispute otherwise arises between the District and the Charter School, the following procedures shall be followed to resolve the dispute:

1. Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. If the violation or issue in question does not constitute a severe and imminent threat, the District will provide oral or written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the ~~Mesaia~~Valiant Head of School. If the dispute is not resolved at this meeting, the parties will proceed to step 3.
3. The District shall send written notification to the Charter School setting forth the violation or issue and demanding that it be cured. The Charter School shall have a reasonable amount of time not to exceed thirty-(30) calendar days, or such longer period as is agreed to in writing between both parties, after the date such written notice is sent to cure the violation or issue. All periods of time from the Notice Date through the completion of this formal time given for cure (as well as any time during which any informal attempts at resolution are required of the parties), shall constitute the reasonable cure period required by Education Code Section 47607 prior to revocation of a charter. If the violation or issue is not cured within this time period, the parties will proceed to Step 4.
4. The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.



#### **ELEMENT 15: PUBLIC SCHOOL EMPLOYER**

*Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.—California Education Code Section 47605(b)(5)(O)*

~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles shall be deemed the exclusive public school employer of the Charter School employees for purposes of the Educational Employment Relations Act (“EERA”). ~~Mosaica~~ Valiant will comply with the EERA.

## **ELEMENT 16: CLOSURE PROCEDURES**

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

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified

Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix 8, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **MISCELLANEOUS PROVISIONS**

### **Budgets**

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

Attached as Appendix 8, please find the following documents:

1. A projected first year budget including startup costs
2. Cash flow and financial projections for the first three years of operation

### **Financial Reporting**

The Charter School shall provide reports to District in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

### **Insurance**

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance and based on District Insurer recommendations. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to

opening, the Charter School shall provide evidence of the above insurance coverage to the District.

### **Administrative Services**

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

The board reserves the right to contract with outside services suppliers to assist in the day-to-day management of the Charter School.

### **Facilities**

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

## **LIABILITY IMPACT ON THE DISTRICT**

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

### **Intent**

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District.

### **Civil Liability**

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the Education Code Section 47600, *et seq.*

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. As stated above in the Governance section, the Articles of Incorporation, bylaws and Conflict of Interest Code are attached as Appendix 6. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of Charter School shall provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees, and the Charter School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. The District shall be named an additional insured on the general liability insurance of the Charter School.

As stated above, insurance amounts will be determined by recommendation of the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Board of Directors will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **CONCLUSION**

By approving this charter, the Acton-Agua Dulce Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a charter term from July 1, 2017 through June 30, 2022.

