



**PRESENTED TO
ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT**

CHARTER PETITION

GRADES 6-12

**SUBMITTED: JANUARY 23, 2018
TERM: JULY 1, 2018 TO JUNE 30, 2023**

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I hereby certify that the information submitted in this petition for a California public charter school to be named Mission Academy (“MA” or the “Charter School”), submitted to 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, MA will follow any and all federal, state, and local laws and regulations that apply to MA, including but not limited to:

- MA will meet all statewide standards and conduct the student assessments required, 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. California Education Code Section 47605(c)(1)]
- MA declares it shall be deemed the exclusive public school employer of the employees of MA for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605(b)(6)]
- MA will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- MA will not charge tuition. [Ref. California Education Code Section 47605(d)(1)]
- MA shall admit all students who wish to attend MA, unless MA receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to MA 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)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of MA in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code Section 47605(d)(2)(A)-(C)]
- MA 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- MA will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education

Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- MA will comply with the Ralph M. Brown Act to the extent such act applies to charter schools.
- MA will 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)]
- MA will ensure that teachers in MA hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- MA will at all times maintain all necessary and appropriate insurance coverage.
- MA 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 MA without graduating or completing the school year for any reason, MA shall notify 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200. [Ref. California Education Code Section 47605(d)(3)]
- MA may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. [Ref. Education Code Section 47605(n)]
- MA 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)(2)]
- MA shall on a regular basis consult with its parents and teachers regarding MA's education programs. [Ref. California Education Code Section 47605(c)]

- MA shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- MA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]
- MA shall comply with all applicable portions of the Elementary and Secondary Schools Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- MA shall comply with the Family Educational Rights and Privacy Act.
- MA shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- MA shall comply with Education Code Section 51745 et seq. related to independent study.

Signature

January 23, 2017
Date

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Signature

January 23, 2017
Date

INTRODUCTION

Introduction and Review

Charter schools allow local educators and parents to develop innovative programs and schools of choice targeted to local student needs. MA recognizes that one size does not fit in learning environments and teaching methodologies.

The petitioners have substantial experience creating educational programs specifically intended for those students who have chosen an alternative method of education for any variety of reasons. MA's Founding Group consist of administrators and consultants who have concentrated expertise in the following areas:

- Curriculum, Instruction and Assessment
- Finance, Facilities, and Business Management
- Organization, Governance, and Administration

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

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods, and recognize the uniqueness of the student including recognizing academic and emotional development of the student.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act, Education Code Section 47600 et seq. requires each charter school to have a charter that outlines at least the fifteen (15) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

The Petitioners present this charter petition of Mission Academy to the Acton-Agua Dulce Unified School District for consideration and approval in accordance with the requirements of Education Code Section 47605 for a five-year term from July 1, 2018 through June 30, 2023.

Dashboard Alternative School Status (“DASS”)

The State Board of Education (“SBE”) approved new criteria for defining “alternative schools” in the new California School Dashboard (“Dashboard”) accountability system at their meeting on July 12, 2017. These criteria replace the former Alternative Schools Accountability Model (“ASAM”) application process and, among other things, requires charter schools to complete an application and certification process to receive Dashboard Alternative School Status (“DASS”) every three years. DASS schools are held accountable for meeting the standards that are currently in development for the alternative indicators planned for the Fall 2018 Dashboard release.

To qualify for DASS, charter schools must certify that at least 70 percent of their enrollment (upon first entry to the school) is comprised of high-risk students, which are defined as follows:

- Expelled (*EC* Section 48925[b]), including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
- Suspended (*EC* Section 48925[d]) more than 10 days in a school year
- Wards of the Court (*Welfare and Institution Code [WIC]* Section 601 or 602) or dependents of the court (*WIC* Section 300 or 654)
- Pregnant and/or Parenting
- Recovered Dropouts, as defined in *EC* Section 52052.3(b), as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)
- Retained more than once in kindergarten through grade eight
- Credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school’s credit requirements)
- Gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- High level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (*EC* Section 42238.01[b])

- Homeless Youth

As is described above, and allowed under California State Law, MA intends to apply and qualify as a DASS school.

ELEMENT (A): EDUCATIONAL PROGRAMS AND PHILOSOPHY

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

Governing Law: The annual goals for the charter school 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)

Governing Law: If the proposed charter school will serve high school pupils, 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)

*It takes a deep commitment to change and even deeper commitment to grow.
- Ralph Ellison*

A. PERSONALIZED LEARNING

MA will offer a non-classroom based Personalized Virtual Learning education program for grades 6-12.

Personalized Learning is a unique public educational model that is tailored to the needs and interests of each individual student. Personalized Learning is a 21st Century, "on the leading edge" approach to public education that honors and recognizes the unique gifts, skills, passions, and attributes of each student. Research confirms that every individual assimilates information according to his/her own unique style, need, and interest.

Personalized Learning is dedicated to developing individualized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows Mission Academy to combine multiple assessment levels of student academic achievement through regular assessment testing, in addition to annual state-mandated testing programs, compiling student work samples, and personal conferencing.

MA's Personalized Learning Model recognizes the value of parental involvement and participation in their child's education and learning process, and value on-going teacher development training. There is a strong emphasis on one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, and choices in curriculum programs.

MA's Personalized Learning model is based on the intent of the Legislature that Independent Study Personalized Learning is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) MA understand that Personalized Learning is not an alternative curriculum and that our program must provide as comprehensive a program as the student would receive if enrolled in a traditional school. The California Department of Education ("CDE") in its Independent Study Operations Manual has noted the benefits to serving an at-risk/traditionally underserved population through Personalized Learning. Specifically, the guide notes that a student's poor decisions and lack of self-esteem can lead to pregnancy, early parenthood, substance abuse, or commission of criminal offenses. These students often drop out of school prior to graduation because they feel unsupported or disconnected in the regular school setting. These students end up entering the job market with few or no marketable skills. For many dropouts and potential dropouts, Personalized Learning can be an opportunity to change direction and continue their education.

B. OVERVIEW OF THE PERSONALIZED VIRTUAL LEARNING EDUCATIONAL PROGRAM

Mission Academy is a non-classroom based independent study program offering a personalized Virtual Learning program for students in grades 6-12.

The Virtual Learning program targets students who can benefit most from self-paced, individualized instruction that is delivered in the home via technology. Virtual Learning students experience a comprehensive and mastery based curriculum, high expectations, strong instructional support, off-line work, guidance from experienced teachers, and a strong commitment from parents (or other caring adults). Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows MA to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. MA shall offer this Virtual Learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent and lifelong learners.

The CDE in its independent study operations manual has noted the benefits to serving an at-risk/traditionally underserved population through independent study. Some students have difficulty functioning in a traditional educational setting. They feel overwhelmed by a sense of isolation from the community around them which hinders their academic and social progress. Consequently, they do not do well academically or behaviorally and they frequently act out their frustrations in ways that disrupt the educational process in the classroom and on campus. They become known as problem students. Specifically, the guide notes that a student's poor decisions and lack of self-esteem can lead to pregnancy, early parenthood, substance abuse, or commission

of criminal offenses. These students drop out of school prior to graduation because they feel unsupported or disconnected in the regular school setting. These students end up entering the job market with few or no marketable skills. For many dropouts and potential dropouts, Independent Study/Personalized Learning can be an opportunity to change direction and continue their education. The conventional classroom simply does not meet their needs. To overcome these obstacles, MA offers flexible, individualized instruction in conjunction with a curriculum specifically designed to better meet the needs of the individual student's learning level.

The Virtual Learning program at MA targets students who are academically deficient, or who may have stopped attending school regardless of achievement levels. Students in our program tend to fall on either end of the spectrum, either extremely low achieving or extremely high achieving but for numerous reasons were unable to maintain enrollment within the traditional schools. MA's Virtual Learning programs offers individualized instruction, curriculum and a flexible schedule which meets the needs of students who have to work in order to provide for their family or themselves, students who may be living on their own, or pregnant or new and young mothers who have child care problems.

The comprehensive education program at MA incorporates diverse teaching methods, a comprehensive interdisciplinary curriculum, on-going assessment of student progress, a strong parent involvement component to build resiliency and empowerment of students as well as a strong emphasis on the basics to build a solid foundation to develop independent learners who possess the critical thinking skills needed to apply learning to real world situations.

The Independent Study Model recognizes the value of parental involvement and participation in their child's education and learning process, and value on-going teacher development training. There is a strong emphasis on one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, and choices in curriculum programs.

MA offers a core curriculum that meets all California state standards (including, but not limited to, the Common Core State Standards, Next Generation Science Standards, etc.; hereinafter referred to as the "state standards"), as well as electives. Enrolling students will have their transcripts evaluated and will take assessment tests to determine their appropriate beginning level of instruction. The order in which the instruction is offered to the student will be tailored to the individual student in a manner that will best maximize learning. Students will be given the opportunity to take individualized elective courses including, but limited to, selective Vocational Education Programs and group courses are offered as the need and interest develops. All instructional programs of the School shall meet all applicable state standards. The curriculum is based on high standards and clear expectations that focus on fair and credible evaluations, recognition of accomplishment, academic rigor in a thinking curriculum and self-management of learning.

The Virtual Learning program uses mastery-based virtual curriculum which is in compliance with all state standards. Responsible adults play the role of academic coaches who guide students through the instructional program on a daily basis, conduct the lessons and help ensure that

students are learning. They, along with the student, access school lessons and lesson assessments, enter attendance, and monitor academic progress using their computer. Students engage in interactive, asynchronous instruction - certificated teachers assign lessons, manage the student portfolio, design outings, evaluate student work, answer technical and curriculum questions as they arise and monitor and record student progress/attendance. Parents have access to monitor their student and review the curriculum with their student. Synchronous instruction additionally occurs on a periodic basis for person-to-person tutorials and intensive assistance for those students needing additional help and guidance.

Teachers holding a California teaching credential oversee the learning of each child under their supervision by reviewing each student's work for quality, accuracy, and understanding; accessing their online academic records (including daily lessons and assessments); and communicating with the parent (or other responsible adult) on a regular basis at teacher conferences. Teachers also grade student work, deliver report cards and are available daily via phone or e-mail when students or parents/guardians have questions. The content of lessons are reinforced through traditional textbook work organized and planned by teachers. Teachers, in most cases, work from an MA office.

C. MISSION AND VISION STATEMENT

The mission of MA is to engage students in learning, who are no longer a part of the instructional plan offered by traditional classroom based schools or who prefer a personalized learning education.

MA equips students with two kinds of literacy necessary in the 21st Century – the ability to read, write, speak, and calculate with clarity and precision, and the ability to participate passionately and responsibly in the life of the community. MA will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards.

Through *Personalized Learning* programs, utilizing independent study, and virtual learning models, students in grades 6-12 will acquire the knowledge and skills necessary to become competent learners and responsible citizens in the 21st Century.

Our vision is to encourage students to become actively engaged, passionate learners. Graduates are prepared to successfully compete in the workforce, to attend the colleges or vocational schools of their choice and to value service to others in society.

Alignment of Program to Mission

Help the student master basic skills:

Teachers use assessment results to individualize student work and determine which areas to target for skill improvement or tutoring services. Results are also used to track the student's progress and to gauge prospects for growth in order to assist the student in reaching the highest possible level of achievement.

Examples are, specialized math instruction, remedial reading instruction and *North West Evaluation Association (“NWEA”) and Measures of Academic Progress (“MAP”) assessment.*

Move toward mastery of technology:

1. All enrolling students utilize computers in participating in the NWEA.
2. Students are required to complete assignments using a computer.
3. Students who do not have access to a computer at home may borrow a computer from the school.
4. Specific instruction from fundamental to advanced computer skills are provided in:
 - Computer Fundamentals
 - PowerPoint
 - Excel
 - Microsoft Word
 - Keyboarding

Develop Interest in Life-Long Learning:

1. Remedial reading instruction is provided.
2. Content concepts taught are associated with real-world issues whenever possible to give meaning and high interest to the student.
3. Students are introduced to a broad spectrum of topics including, World History, World Literature, Art History, Art, Foreign Language, Science, Mathematics and Computer programs.

Become a responsible, contributing member of society.

1. High accountability in attendance and satisfactory completion of all assignments at MA helps to develop student confidence adding a sense of personal worth and self-importance. This, in turn, empowers students to perform credibly by improving the quality of their work.

D. PERSONALIZED LEARNING LAWS AND REGULATIONS

MA shall comply with all applicable laws related to independent study and Personalized Learning. As such, the provision of education through a Personalized Learning model shall be governed by the Personalized Learning study policy adopted by the Board of MA after a public hearing and implemented in accordance with individual master agreements and work and assignment agreements for each student.

MA adheres to all applicable sections of the Education Code for Independent Study (Section 51745 et seq.) and funding determination requirements of Education Code Section 47612.5 and 47634.2 and Title 5 California Code of Regulations Sections 11963 - 11963.7 (SB740).

MA also adheres to the California Code of Regulations requirements related to audit requirements for charter schools.

The MA program complies with Education Code Section 51746 in that MA shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

E. EDUCATIONAL PHILOSOPHY

Our desire is to encourage students to develop a sense of responsibility through the problem-solving and decision-making process. We believe that by treating each student as an individual, we can create an atmosphere conducive to studying, working, and learning, and through this process, student's concerns would be reflected. Our faculty and staff help our students work hard, keep focused, stay committed, and develop alternative strategies when they encounter obstacles.

We believe that self-motivation, critical thinking, united participation, and creativity are as important as academics and technology. We offer significant personal attention and support for students to achieve satisfying work and a joyful quality of life.

By personalizing the academic program, each student is placed at a level where he/she can best learn and be encouraged to take responsibility for learning. We believe in nurturing a student's natural abilities to be reflective, ask questions, communicate intelligently, think critically, become skilled problem-solvers, and reach exemplary standards.

Parents, students, and teachers work together to build a community that values diversity in strengths, cultures, and family backgrounds. Students, realizing that they are active partners in their learning and reaching academic success, leave MA having learned rather than acquiring a body of facts.

At a minimum MA shall provide all core subject curriculum and instruction required by the State of California in order to obtain a high school diploma. However, as the budget of MA allows each year, MA has listed in this charter a sampling of additional courses and programs it is currently

providing or plans on implementing in order to further enrich students and further our mission and vision.

Whom is the Charter School Attempting to Educate?

MA is designed to serve students in grades 6-12 throughout Los Angeles County and adjacent counties that choose a Personalized Learning option.

MA students are as diverse as the community and include:

- Students who are not active participants in the traditional “comprehensive” school setting;
- Students who have failed or at-risk/traditionally underserved of failing and require revitalized and more meaningful instructional opportunities to regain their faith in the importance of education;
- Students whose life circumstances often prevent them from participating in traditional public school instructional activities in a meaningful way;
- Students from the traditional public school setting who require an alternative learning environment for either remediation or acceleration;
- Students whose access to rigorous and challenging curriculum and learning resources are limited by economics and family circumstances;
- Students whose families have special concerns regarding their social and emotional development;
- Students who have been expelled from another public education program for cause or have multiple periods of unexcused absences from school;
- Students who seek a safe school setting or are victims of ongoing bullying; and
- Homeless and Foster Youth students.

The comprehensive education program at MA incorporates diverse teaching methods, a comprehensive interdisciplinary curriculum, on-going assessment of student progress, a strong parent involvement is encouraged to build resiliency and empower students in grades 6-12, and a strong emphasis on the basics to build a solid foundation to develop independent learners who possess the critical thinking skills needed to apply learning to real world situations.

MA is designed with the aim of bringing about maximum individual academic and personal development for each student. Administrators and teachers have created an environment that fosters the following:

- active, hands-on learning;
- conceptual learning that leads to understanding along with acquisition of basic skills;
- meaningful, relevant learning experiences;
- interactive teaching and cooperative learning; and
- a broad range of relevant content integrated across traditional subject matter divisions.

MA is targeting students who are academically deficient; those who may have stopped attending school regardless of achievement levels and students whose families prefer to educate their children at home for any variety of philosophical and programmatic reasons.

Students at our school tend to fall on either end of the spectrum, either extremely low achieving or extremely high achieving but for numerous reasons were unable to maintain enrollment within the traditional schools. MA offers individualized instruction, curriculum and a flexible schedule which meets the needs of students who have to work in order to provide for their family or themselves, students who may be living on their own, or pregnant or new and young mothers who have student care problems.

MA provides an alternative education program to students who have not had academic or social/emotional success in traditional, comprehensive schools and who became separated from the regular education program.

One of the goals of MA is to reinstate the student back into the traditional schools of the District whenever possible. Ongoing assessments shall be conducted to ensure that independent study is the appropriate educational option for the student, and for those students for whom that answer is “no,” MA works with the student and the school district of residence to ensure that these students are aware of all the educational options available. Our assignments include approximately 20 to 25 hours of homework per week, including reading, writing, and application of course objectives, vocabulary development, project completion, math assignments and testing preparation. Students are required to take advantage of MA’s proactive tutoring program. For the students who are struggling and who may not be taking advantage of the tutoring program, an evaluation may be made by MA as to whether or not MA is appropriate and shall work with the student to understand the importance of the tutoring requirement.

MA shall provide an alternative education program to students who have not had success in traditional, comprehensive schools and who became separated from the regular education program, and we will do the same for students. MA intends to demonstrate its ability to reconnect these students to the education process and to enable them to continue their education.

Counseling

The CDE independent study operations manual also stresses the importance of counseling. Counseling and guidance are especially important for traditionally underserved students because they may end up feeling forced to drop out of independent study because of continual personal problems. As a result, our program shall make every effort to recognize early warning signs and offer guidance or make referrals to in-house resources or to community resources.

MA is dedicated to a 350 to 1 student to counselor ratio. The counselors incorporate the ASCA model (America Association of School Counselors) to maximize student potential in the three domains: Academic Counseling, Social Emotional Counseling, and College and Career Guidance Counseling.

One of the greatest benefits of independent study to our "at risk" population is the increased self-esteem, as a by-product of the one-to-one teacher-student relationship and a relationship with the school counselor.

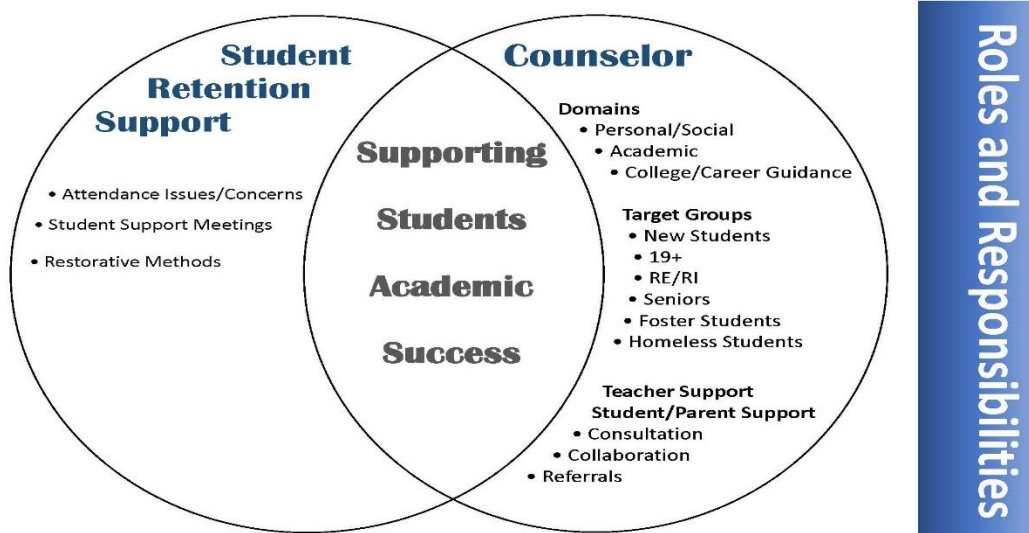
The counseling department is dedicated to supporting students' academic success. Our counseling department consists of two positions, Counselors and Student Retention Support Technicians.

Besides focusing on the three domains of personal-social issues, academic issues, and college and career guidance, the counselors demonstrate a commitment to the growth mind set of our students.

Our counselors place an emphasis and meet regularly with distinct target groups in the school population including new students, adult students, re-enrolling students, seniors, foster, depressed or suicidal and homeless students. Our counselors also provide teacher and parent support in the form of consultation, collaboration, and referrals to supporting agencies.

Our Student Retention Support Technicians develop relationships with students to foster attendance and retention of students, assuring students stay on track to graduate. Our Student Retention Support Technicians interface with families and even make home visits when feasible to promote the success of the students. For students that struggle with attendance, the Student Retention Support Technician quickly schedules attendance intervention meetings to promote attendance and remove barriers to attendance and student success. More intensive supports come in the form of Student Support Meetings (SST). Many restorative methods are implemented in these meetings to support students.

Below is a diagram describing the major functions of the counseling program:



Our counselors and faculty are trauma informed and trained in restorative practices to break generational cycles of underachievement.

What does it mean to be an Educated Person in the 21st Century?

MA identifies an Educated Person in the 21st Century as one who is committed to life-long learning and has the basic tools that this requires.

If students are going to understand themselves and the larger community and advance in the 21st Century marketplace, we are committed to assist them to:

- Develop clear and effective reading, writing, and oral communication skills;
- Master the fundamentals such as reading, writing, mathematics, science, and social studies;
- Acquire a strong foundation in mathematical reasoning skills;
- Develop strong technological skills;
- Develop character and the ability to respect the differences that arise in a multi-cultural community;

- Learn about the cultural, economic, geographical, political, and technological forces which have impacted their community, country, and the world;
- Acquire knowledge and skills in the sciences and the ability to conduct inquiries using the scientific method and problem-solving skills;
- Find, select, evaluate, organize, and use information from various sources;
- Participate in the creation of and developing an informed appreciation of the arts;
- Acquire knowledge of pertinent health issues and the development of physical fitness;
- Develop self-motivation and confidence to successfully accomplish multiple responsibilities and challenges that are faced daily;
- Recognize the importance of personal responsibility and respect for others;
- Accept challenges and utilize opportunities; and
- Learn more about themselves and demonstrate critical decision-making skills necessary to be a responsible citizen.

MA believes that students must be ready to work with others from diverse backgrounds, adapt to changes and lead others through transformational processes. An educated person needs to explore and appreciate her/his creative potential, and be a strong supporter of the community, using the power of the individual to improve everyone's quality of life.

How Learning Best Occurs

Students, parents, and educators form a partnership that is the foundation at MA. We believe that learning best occurs when students are enthralled and engrossed by the studies they find themselves involved in and are supported by parents and teachers' high expectations and involvement. At MA, the major focus is on teaching for meaning – gearing reading instruction to comprehension, writing instruction to composing extended text, and mathematics instruction to conceptual understanding and problem-solving.

By integrating the following strategies into our educational program, we believe we can allow all students to grow to their maximum potential, and foster in them a lifetime love of learning:

- a. **High Expectations to Produce High Achieving Students.** Studies have shown that students' achievement has increased when parents and teachers have high expectations. At MA, we focus on students' goals and treat student-initiated plans for growth as completely as achievable by the student with proper planning, skill development, and support. We offer a challenging curriculum based on the state standards.

- b. Personalized Learning within a Supportive Environment.** Students are given the opportunity to drive their educational process, as well as, encouraged to broaden their areas of interest. Studies show that optimal learning takes place in one-on-one supportive learning environments. Students can move ahead if doing well, or concentrate longer on challenging areas in order to master concepts. In essence, each student is allowed to learn at his/her own pace but pushed to their utmost potential.
- c. Integration of Computer Technology into the Learning and Project Environment.** MA considers technology a “power tool for learning.” Our vision is students and educators using technology for many learning tasks. A well-designed technological infrastructure helps create a model 21st-Century learning environment, encouraging students to learn efficiently in order to prepare to be a part of a technological-based workforce.
- d. Technology is used in a variety of disciplines.** The creative process is reinforced through the students’ use in development of interactive electronic media to complete and submit project assignments. Multimedia helps facilitate learning that is tailored to individual learning styles, taking advantage of the differing “multiple intelligences” of all students.
- e. Fair and Credible Evaluations.** MA uses pre-assessment testing to evaluate all incoming students and regularly reassess. Tests, exams and classroom assignments shall align to measure the student's achievement of Statewide Standards.
- f. Recognition of Accomplishments.** Students need to be motivated by regularly recognizing their accomplishments. Listed below are some ways in which recognition is given:
- Positive telephone calls are made to a parent or guardian
 - Positive notes are sent to a parent or guardian
 - Certificates and coupons are given to students
 - Frequent praise and positive comments made by teachers and other school employees
- g. Academic Rigor in a Thinking Curriculum.** Thinking and problem solving are the “new basics” of the 21st Century. In every subject, at every grade level, instruction and learning include commitment to a knowledge core, high thinking demand and active use of knowledge.
- h. Self-Management of Learning.** The Personalized Learning program allows students to maintain their own time schedule. All students can manage their own learning by evaluating feedback they get from teachers and others. Students can bring their own background knowledge to bear on learning difficulties and judge their progress toward a learning goal.
- i. Parental/Guardian Involvement.** Taking into consideration the high risk population of MA, MA is committed to making all efforts to engage guardians and families in the

learning and decision-making process of their student's education. Guardians and families are able to monitor their students online, receive newsletters, open house notifications and are encouraged to meet the teachers.

- j. Safe Learning Environment.** By providing students with a safe bully-free learning environment our trauma informed and restorative practices trained staff promotes the basic student need of safety in order to learn.

Pupils Become Self-motivated, Competent, and Lifelong Learners

It is the goal of MA that its students will develop skills that will enable them to pursue their own path of learning throughout their adult lives in becoming self-motivated, competent, and lifelong learners, including the following **California State Standards** and enrichments:

Study Skills

- Proficient study skills and habits including note-taking, library research skills, and studying strategies
- Ability to reflect and evaluate one's own and other's learning
- Ability to plan, initiate, and complete a project, including goal-setting and self-assessment

Cognitive Processing Abilities

- Ability to use complex and critical thinking skills
- Ability to identify, access, integrate and use available resources and information
- Ability to articulate their thought processes
- Ability to mobilize basic executive function skills

Technology

- Utilize skills from a variety of technological sources for the purpose of research, analysis, communication, organization, and self-expression
- Utilize computers and commonly used software applications
- Utilize Vocational Education Programs

Foreign Language Skills

- Develop a foundation in a language other than English
- Develop a knowledge and understanding of other cultures
- Ability to function with people from other cultures or to participate in multilingual communities

Visual and Performing Art Skills and Appreciation

- Develop skills to express ideas and emotions through participation in various forms of the visual and performing arts which may include chorus, dance, the two and three dimensional arts and applied arts

Health Science/Physical Fitness

- Knowledge of pertinent issues of health, safety, and development of behaviors that are a foundation of lifelong healthy living
- Engage in physical activity to develop strength, agility, and coordination
- Maintain a healthy diet that will contribute to wellness and disease prevention

Social/Interpersonal Skills

- Ability to make responsible decisions, build self-esteem, and be a productive member of an increasingly diverse and technological society
- Ability to communicate clearly through oral, written, visual and other forms of expression
- Ability to engage in responsible, compassionate peer relationships
- Ability to collaborate and work effectively with others in cooperative groups

Increased Student Achievement is Accomplished Using the Following Strategies

Increased achievement by our students will be accomplished by one or more of the following strategies:

- a. Diagnostic assessment at enrollment;
- b. Appropriate placement in subject areas that will offer the greatest possibility for success;
- c. Allowing the student additional time to complete an assignment and to work at his/her own pace;
- d. Truly individualized instruction;
- e. Arranging for regularly scheduled appointments with a tutor;
- f. Increased teacher availability through more time with the teacher by additional appointments, and contact by phone and e-mail;
- g. Individualized computer assisted instruction;
- h. Individualized counseling with the parents; and
- i. When reinstating students the administrators stress that remediation will be the key to consistent progress toward graduation.

Basic Learning Environment

MA offers independent study, one-to-one instructional methods from the basic design of the learning environment.

The rapport established between the trauma informed and restorative trained Supervising Teacher and the student in independent study encourages effective communication uncluttered by the

traditional classroom environment of multiple students. Many students find that the comprehensive school model of multiple period, multi-student environments to be not conducive to their instructional needs. Instruction, delivered by one teacher as opposed to six or more teachers, creates a more effective, intensive, and supportive setting. The student benefits from the individual attention and personalized teaching methods.

MA's regular program of study that all students experience is one where students are offered a year-round independent study program in which they take one to two classes at a time. Students communicate regularly with teachers and instruction is tailored to the student's individual learning needs.

Instruction primarily takes place within the Learning Management System (LMS) with supplemental instruction taking place via technology such as phone, live chat/meeting sessions, etc.

At MA, every teacher is assigned a caseload of students for whom they act as "supervising teacher." Supervising teachers are responsible for guiding their students through the educational program by mentoring, encouraging, motivating, creating Academic Plans, assigning courses, entering grades, communicating with parents, and tracking student progress.

Every teacher holds a valid California teaching credential with at least one teacher qualified in each core content area. At MA, the core content areas are English Language Arts, Mathematics, Science and Social Science. All students have access to a qualified teacher in all content areas at all times. When a student needs instruction in a core content area not taught by his or her supervising teacher, that student is temporarily assigned to work with another teacher who is qualified in that content area. MA also provides Small Group Instruction (SGI) in various subjects as needed including Literacy, math courses, foreign language, fine arts, and CTE/Career Preparation. SGI classes are taught by qualified teachers and allow for the advantages of focused and paced instruction along with safety and peer collaboration of a small group environment.

MA believes that when teachers act both as academic counselors and as mentors they can help students fulfill the Student Learner Outcomes (SLOs).

The school year is divided into two semesters, which include summer instruction. Each semester is further divided into learning periods (LPs). Each LP is 4 weeks long. During each LP, students are expected to turn in a specified number of credits of work and take tests on those credits. Students will typically complete 4 or more credits per learning period, depending on their abilities, their academic plan and motivation.

Students typically take one or two core subjects at a time and are expected to complete 1 to 2 credits per week. Students complete a summative assessment over the assigned area of work and must demonstrate a minimum level of mastery with a grade of 60% or better to earn a credit. Failed credits are re-assigned to students until a passing grade is achieved. Tutoring support is encouraged and offered when a non-passing credit is earned.

All students are introduced to their educational program at MA with a required orientation designed to acquaint them with the school's processes and expectations. Each new student receives a handbook and completes an introductory course, called Computer Basics. This course introduces students to completing an online class, proper keyboarding techniques, the basics of Microsoft Word, Excel and PowerPoint. During the course, the teacher works with the student to develop a time management plan, study skills, note taking skills and how to be a successful online student. Computer Basics is a five-credit course that takes the average student approximately two weeks to complete. Upon enrollment, students complete a reading and math assessment online via Northwest Evaluation Association (NWEA), which provides the teacher with a baseline measure of student performance. This information allows the teacher to place the student in appropriate courses and adjust instruction to address student needs.

Once Computer Basics is completed, the supervising teacher uses a combination of previous school transcripts and the NWEA assessment to put the student in an appropriate and necessary core courses. By focusing on core courses, the students are able to complete the requirements for graduation more efficiently as many students tend to have previously earned sufficient elective credits for graduation.

Teachers are constantly reviewing each student's levels of academic achievement through the regular recording of detailed learning records (student file), compiling student work samples, and conducting annual state-mandated tests/testing programs.

F. CURRICULUM

MA is committed to ensuring each student has the foundational skills necessary for learning, enabling them to understand and comprehend phonics, grammar, spelling, science, and math. Reading, writing, computation, critical thinking, problem solving, reasoning, and communication are among the academic skills and qualities that are important for an educated person to function and contribute to society. For example, students who complete our program will have achieved strong skills in reading, math, English grammar, speech, and self-discipline. They will also have received a solid common knowledge of American and world history, geography, literature, the sciences, and the fine arts.

Students complete challenging assignments that are aligned with the state standards. Assignments and equivalent shall include: a minimum of 20 to 25 hours of homework per week, including reading, writing, application of course objectives, vocabulary development, project completion, math assignments, and testing preparation. Students shall be required to take advantage of MA's proactive tutoring program. The tutoring program is offered at no cost to all students 6-12 and with no appointments necessary. Qualified tutors are available at MA for the purpose of assisting students with their studies. Tutors will proactively reach out to all students when the student is assigned a core course to offer support early. For the students who are struggling and who may not be taking advantage of the tutoring program, an evaluation may be made by MA as to whether or not the student is appropriately placed. MA personnel will work with the student and the parent to understand the importance of the tutoring requirement.

All curricular instructional materials used by MA teachers, parents and students are Charter School Board-adopted and meet all applicable State Standards. Instructional materials and curriculum may be added or changed based on the needs of students and as determined by MA.

Instructional materials may also change due to changes in the Education Code.

Virtual Learning Program, 6-12

The Virtual Learning Curricular Instructional Materials used by MA teachers, parents and students meet all applicable State Standards. The Virtual Learning program uses mastery-based virtual curriculum, which is in compliance with all California State Standards. Responsible adults play the role of academic coaches who guide students through the instructional program on a daily basis, conduct the lessons and help ensure that students are learning. They, along with the student, access school lessons and lesson assessments, enter attendance, and monitor academic progress using their computer. Students engage in interactive, instruction - certificated teachers assign lessons, manage the student portfolio, evaluate student work, answer technical and curriculum questions as they arise and monitor and record student progress/attendance.

Mastery of Technology

The goal of MA is to educate all students so that they can participate fully in the new information age. We are committed to provide a learning environment that promotes logical thinking, curiosity, worldwide awareness, and self-directed, independent learning.

Teachers are encouraged to keep up-to-date with the technologies the students are using to communicate and are trained to integrate technology during instruction. Students will be taught how to use technology as a learning tool during their educational journey. While emphasizing the integration of educational technology into the curriculum to encourage the advancement of knowledge through technology and computers, course material accommodates different learning styles and skill levels within the four core subject areas.

G. IMPLEMENTATION

Based upon decades of learning research and numerous reform documents such as Aiming High, Project-Based Learning Guide/Handbook School Improvement Research Series, Classroom Instruction that Works and Backwards Planning and Teaching for Enduring Understanding, MA believes that learning best occurs when schools create optimal teaching and learning environments that are organized around the following principles:

- **Standards-Based Instruction (Aiming High Toolkit-CDE)**

In a standards-based educational system, core academic learning such as reading, writing, listening, and speaking can no longer be consigned to the English teacher and all mathematical reasoning to the Mathematics teacher. At MA, core academic competencies

are taught across the curriculum so that students have multiple opportunities to master academic content standards and apply those standards in a wide variety of contexts including their career readiness and fine arts courses. Even though this is a Personalized Learning study program, each teacher addresses core academic competencies in lesson plans.

In standards-based instruction, the teacher selects and analyzes the standard(s) to be met. This is followed by designing or selecting of an assessment through which students can demonstrate standard(s) mastery. If not given, the desired performance level is identified by the teacher. Next, what the students must know or be able to perform well on the assessment, is identified by the teacher. The teacher plans and delivers the lessons, providing all students with adequate opportunities to learn and practice the necessary skills. Finally, the students are assessed, results examined and plans are made for further instruction or additional individual support, if needed.

- **Project-Based Instruction (Project-Based Learning Guide, San Mateo County Office of Education, and Buck Institute for Education (BIE Handbook))**

Projects link the curriculum content with students' real world experiences, making learning more relevant and valuable to their lives outside of school. Research on project- and problem-based learning indicates the importance of connections between the curriculum and the "world beyond texts." Students engaged in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.

- **Integrated Curriculum (School Improvement Research Series, (SIRS) sponsored by U.S. Dept. of Education)**

Shoemaker in his study, *Integrated Education; A Curriculum for the 21st Century* (1989), defined integrated curriculum as "Education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study," (pg. 5). The online curriculum utilized at MA are State approved and aligned to the state standards. For example, an assignment from a reading selection, involves art, social studies, and science concepts.

- **Differentiated Instruction**

Differentiated instruction is not a recipe for teaching or an instructional strategy. It is a way of teaching and learning. For example:

- Content is presented that is related to broad-based issues, themes, or problems;
- Multiple disciplines are integrated into the area of study, along with higher-level thinking and basic skills;

- Comprehensive, related and mutually reinforcing experiences are presented within an area of study; and
- Student outcomes are evaluated by using appropriate and specific criteria through self-appraisal, criterion-referenced and or standardized instruments.

At MA, we understand that there is no easy answer in helping students become high achievers. There is no silver bullet, no one-shot training, no canned curriculum, and no proven formula. Nevertheless, we also recognize that there is a vast amount of research that reveals one dominant theme for a successful school: one-to-one contact between student and teacher with an intense focus on “high academic expectations” for students. We combine this focus with:

- Safe and bully free learning environment;
- The extensive use of State Standards to design curriculum and instruction, assess student work, and evaluate teachers;
- Increased instructional time (tutoring) in reading and math in order to help students succeed;
- The implementation of comprehensive systems to monitor individual student progress and provide extra support to students as soon as needed;
- Parents are encouraged to help their student(s) meet standards;
- Instruction based on the unique needs and learning styles of each student;
- Active, hands-on experiential learning experiences that encourage the student’s construction of knowledge;
- Simulations of real world problems to develop application skills;
- Supplementary support programs to ensure mastery of foundation skills for students exhibiting learning difficulties;
- Interdisciplinary teaching integrated with basic skills instruction;
- Interactive teaching that promotes student involvement;
- Activities that are sensitive to and respectful of cultural and linguistic diversity;
- Experiences that foster exploration and inquiry and promote the development of higher order abilities such as thinking, reasoning, problem-solving, and decision-making; and
- Access to trauma informed and restorative practice aware staff.

All instructional methods are student-centered and research-based with students being diagnosed in relation to their previous learning. Students most successfully progress by building on their own knowledge base. Proven practices are integrated into a meaningful, replicable education experience that allows students to succeed in the learning process.

Various Instructional strategies (including Marzano and McTighe) considered are:

- One-to-one instruction
- Modeling and guided practice
- SDAIE strategies-visuals
- Use of Bloom's Taxonomy
- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing work and providing recognition
- Setting objectives and providing feedback
- Repeating concepts
- Rephrasing and reviewing content
- Aims, Goals, and Objectives: helping students understand their style of learning and plans ways to improve study habits
- Analyzing perspectives; synthesis and evaluation
- Anticipation guide
- Application teaching
- Use of graphic organizers
- Projects
- Presentations
- Portfolios
- Artistic Expression
- Incorporate technology in the lessons

School Year, Number of School Days and Instructional Minutes

School days will be a minimum of 175 days; however, MA may extend the number of school days. The number of instructional minutes will be commensurate with the number of instructional minutes required by the State.

MA requires students to communicate with teachers weekly but no less than once per Learning Period. Each unit of assigned work consists of 20-25 hours of homework for an average student.

Attendance Expectations and Requirements

It is the goal of MA to strive, on average, to achieve at least 85 percent student attendance. High school students at Mission Academy are expected to attend regular progress meetings via phone and/or video conference.

Students are also expected to:

- Interact positively in the education process.
- Interact appropriately with staff and peers.
- Complete the body of work that has been determined for them by their teacher each week.
- Present this body of work at regularly scheduled meetings.
- Keep a weekly/monthly work log that will be turned in during the regular schedule meeting.

Grading Scale

The teacher evaluates the study assignment, and after successfully completing the unit the teachers assigns a unit test or some other appropriate assessment. The test shall be completed for a percentage grade. MA shall utilize the following grading scale:

A = 100% to 90%

B = 89% to 80%

C = 79% to 70%

D = 69 to 60%

F = 59% and below

When a student passes a unit test with a 60 percent grade or better, the student receives one unit of credit.

Student Retention Support

Knowing the hardships many alternative education students face, MA hires and trains Student Retention Support (SRS) Providers. These individuals quickly identify absentee and truancy issues and work with the families in providing intervention in overcoming perceived or actual barriers to attendance. The SRS Providers are responsible for communicating with students and families when absenteeism is a problem. Their interventions include home visits when feasible, parent conferences, AIM meetings (Attendance Intervention Meetings), and more intensive Student Support Meetings. The SRS staff receives ongoing restorative practices and trauma informed professional development.

H. TRANSFERABILITY OF COURSES/COLLEGE ENTRANCE REQUIREMENTS

MA seeks to work with each of the school districts in which students may be re-enrolling to agree upon the transfer of credit back to the district. MA wants each school district to feel confident that credit earned at MA is equivalent in its representation of subject mastery prior to transfer. MA is eager to work with each school district to best meld its practices to meet those of the district' for the benefit of the student.

Planning for graduation begins early and includes the faculty, the parent or guardian (for students under the age of 18), and the student. The parent and student will want to consider future educational or employment plans, and will want to consider the various choices available to them and make a decision about how the student will meet graduation requirements based on individual

goals and needs. As such, all students and parents are provided with information about the transferability of academic credit to other public high schools and the eligibility of courses to meet college entrance requirements at the time of enrollment. This is done in a counseling session and through distribution of printed material. MA staff meets with parents and students in the enrollment process to determine the courses necessary. Based upon initial diagnostic assessments, the teachers, parents and student will identify courses best suited for preparing the students to achieve their goals, which may include vocational preparation, A-G/college prep coursework, or both.

I. TRANSITION OUT OF THE CHARTER SCHOOL

We recognize the critical nature of the student transitioning into a traditional educational program. For those students under the age of 18, we, along with the school districts in which the student originated, are eager to transition them back into the traditional school district when they are ready. MA works closely with the school district of residence to ensure the successful transition of any student returning to the traditional school district.

J. GRADUATION

The credentialed school administrators in conjunction with credentialed teachers make the necessary determination as to whether a student has earned a diploma based upon the MA's adopted graduation requirements.

K. ANNUAL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a description of MA's annual goals to be achieved in the Eight State Priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(b)(5)(A)(ii).

L. MA'S PROGRAM FOR ACADEMICALLY LOW ACHIEVING STUDENTS

MA is a well-designed personalized learning environment for all students including at-risk/traditionally underserved students. Based on solid research, we use Personalized Learning and focus on student assets (including their backgrounds and prior experiences), varied teaching strategies, and meaningful learning one-on-one setting. Also of critical importance to each student's success is the school's emphasis on high expectations for all students.

MA is aware that some students enrolling in the school will require remedial coursework in core academic areas in order to move them into grade-level work. We use several methods to accomplish this task, including the use of NWEA Map Assessment. Every student who enrolls in MA is administered a diagnostic assessment in Math and Reading. One test identifies those with low reading skills. Once identified as a low-performing student, they are provided additional support and instruction to raise their skill level. The second assessment identifies the student's ability levels in Math. Assessments are repeated every semester to track the student's growth. All

students are assessed at the end of each course to measure growth. If growth is not apparent or is marginal, then further remediation is prescribed before the student continues on in that subject area. Students are reassessed each semester to determine a student's growth and skills and providing appropriate lesson modification.

Students also can participate via technology in scheduled tutorial and enrichment activities scheduled during the school day. For the students who are struggling and who may not be taking advantage of the tutoring program, an evaluation may be made by MA as to whether or not the student is appropriately placed. MA personnel work with the student to understand the importance of the tutoring requirement and the advantage of participation the School's proactive tutoring program.

Supplemental instruction utilizing selected curriculum is provided for those students performing well below their achievement level. For those low performing students the school utilizes selected curriculum including many of the following; a closely graded math curriculum, which includes courses in Pre-Algebra, Algebra I, Geometry, Algebra II, Language Arts, History, Geography and Sciences. MA

When students are demonstrating continuing difficulties, the school may utilize Student Study Teams (SST) to determine if specific interventions are necessary. At times, formal services may be determined, as per the directive of an IEP or a Section 504.

Our twelve SST meeting steps might include:

1. Team members introduce themselves and their roles.
2. Purpose and process of the meeting are stated.
3. Timekeeper is appointed.
4. Strengths are identified.
5. Concerns are discussed clarified, and listed.
6. Pertinent information and modifications are listed.
7. Concerns are synthesized; one or two are chosen for focus.
8. Strategies to deal with are chosen; concerns are brainstormed.
9. Team chooses best strategies to carry into actions.
10. Individuals make commitments to actions.
11. Person responsible, and timelines for actions are records.
12. Follow-up date is set.

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education assessment might be deemed necessary by the SST.

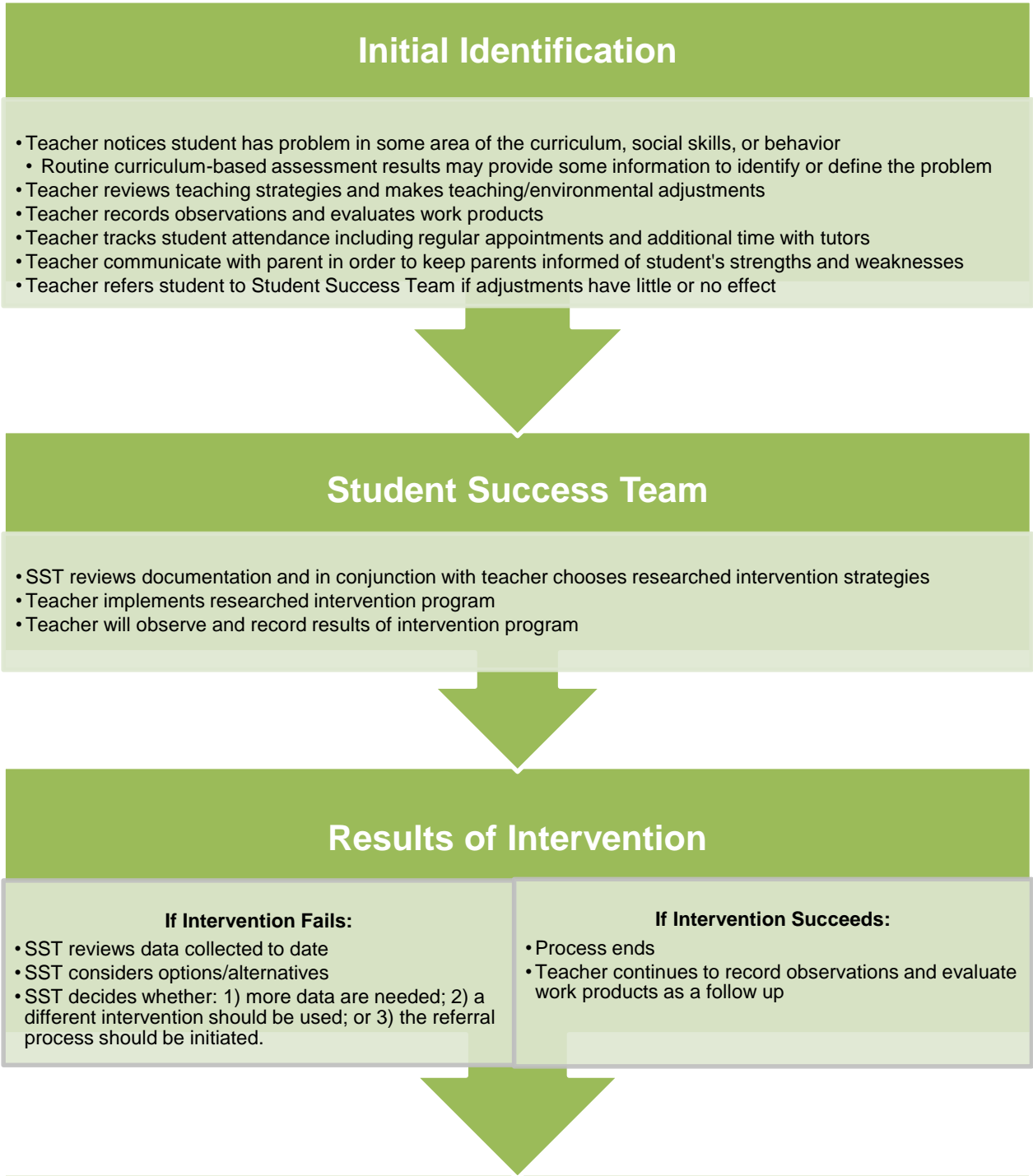
The following intervention strategies are utilized by MA:

1. A contract is made with the student and parent.
2. A letter of concern is sent to the student and parent.
3. A scheduled appointment to visit the teacher/counselor and administrator where concerns can be discussed and addressed.
4. Students are placed on academic probation. MA revokes work permits until schoolwork is deemed satisfactory.
5. Educational options are reviewed with the student, including the option to return to the traditional classroom instructional program.

A written record of the above intervention steps and evaluations shall be maintained in the student's permanent record.

Often the SST serves as a remedy for student success. In some instances, SST meetings will eventually lead to evaluation of suspected disabilities when the SST interventions are demonstrating a lack of response to intervention (RtI). The diagram below describes the SST process as well as the RtI levels of support:

Pre-referral and Referral Process



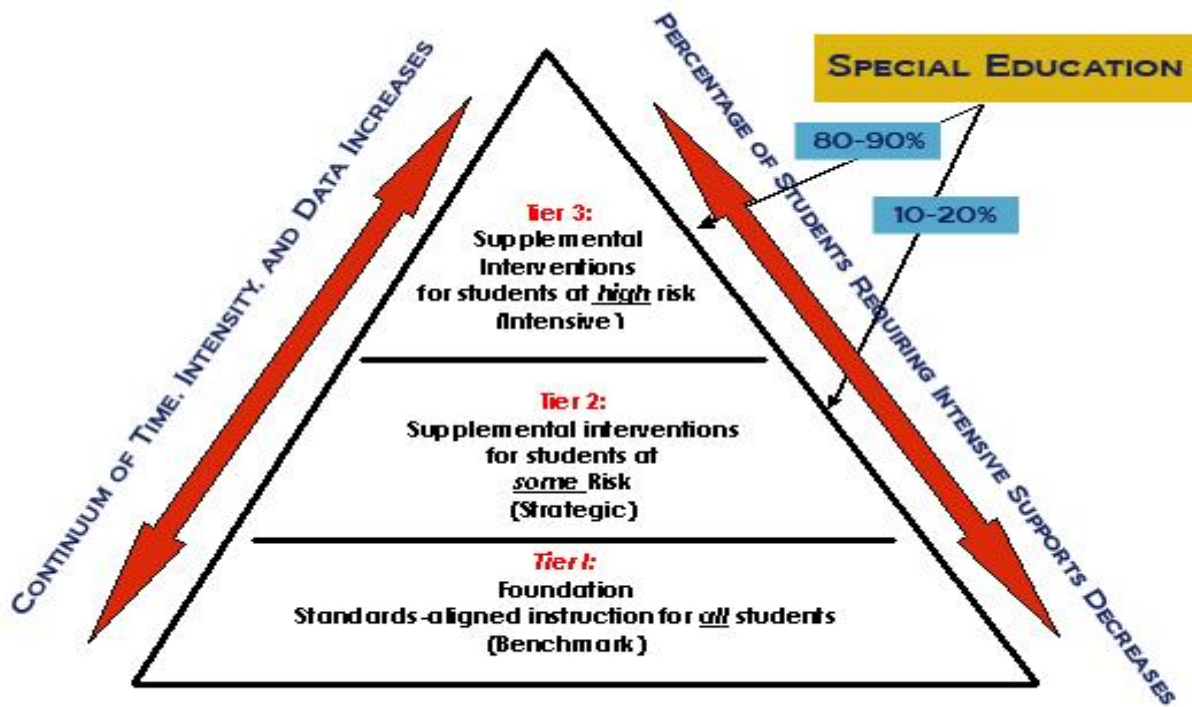
Referral Process

- Teacher gathers observational data, results from curriculum-based assessments, and examples of student's work.
- Student Success Team determines if student's response to research-based intervention resulted in adequate progress and that language/cultural issues are not the main source of student's academic or behavioral discrepancy
- Student Success Team (including the parent) reviews, available records, family and health history, past school experiences, results of interventions, and previous assessments and evaluations
- If SST determines evaluation is warranted, an assessment plan is developed and presented for parental permission
- If evaluation is not warranted, team looks for other ways to meet student's needs.



Evaluation Process

- After obtaining parental consent for evaluation, schedule and conduct assessments. Administer formal tests such as Wechsler Intelligence Scale for Children (WISC-IV), the Kaufman Test of Educational Achievement (KTEA), and other assessments as determined by the evaluation team.
 - These tests document educational needs and provide information for eligibility and placement decisions.
- Test results are interpreted (usually by psychologist)
- Review assessment information with parent and/or adult student in an IEP
- Determine eligibility
- **Eligibility criteria for special education:**
 - student has a disability according to the established criteria;
 - student's condition adversely affects academic performance; and
 - student needs special education (specially designed instruction and related services).
- **Information from evaluation can be used to consider:**
 - nature and extent of special education and related services student needs to participate and progress in general education curriculum or curriculum
 - least restrictive environment (LRE) for the student



M. MA’S PROGRAM FOR ACADEMICALLY HIGH ACHIEVING STUDENTS

The educators create a high achieving learning environment for all students, where the most advanced curricular and instructional techniques combine to support learning. In our high-achieving learning environment, we engage students in complex problem-solving and exploring ideas and issues, and learning activities that draw on students’ cultures, experiences, and knowledge. At-risk/traditionally underserved students, in particular, benefit from this type of environment that engages them in authentic tasks and offer them significant opportunities to develop knowledge.

High achieving students are identified using the NWEA on-line assessment (or other assessment tests that become available) and are assigned courses that are a pre-requisite for college. Accommodations are made to students wishing to take the PSAT, SAT and AP tests along with academic support to perform well on these tests. Students may also participate concurrently in classes at the local community college.

N. PLAN FOR SERVING STUDENTS WITH DISABILITIES

Overview

The Charter School shall be categorized as a local education agency (LEA) of the El Dorado County Charter Special Education Local Plan Area (SELPA) in conformity with Education Code Section 47641(a).

The Charter School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School provides services for special education students enrolled in the Charter School. The Charter School follows SELPA policies and procedures, and utilizes 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.

All children shall have access to the Charter School and no student shall be denied admission to 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.

The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the El Dorado County Charter SELPA. The MOU includes provisions related to staffing, notification and coordination of special education services, identification and referral (child find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. The Charter School is subject to the allocation plan of the El Dorado County Charter SELPA.

A copy of the MOU is available upon request.

Section 504 of the Rehabilitation Act

MA 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 MA. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A school administrator shall assemble a 504 team that include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. 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, 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:

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

- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed 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 is responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team considers 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 School’s professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

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

All 504 team participants, parents, and 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 school administrator ensures 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 is maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Individuals with Disabilities Education Act (“IDEA”)

The following description regarding how special education and related services will be provided and funded is being proposed by MA 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.

MA shall function as a local educational agency for purposes of providing special education instruction and related services under the IDEA pursuant to Education Code Section 47641(a) and shall receive state and federal revenues directly. MA plans to be a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”).

MA shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

MA will provide services for special education students enrolled in MA. MA 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.

Special education instruction and related services shall be provided internally by appropriately credentialed staff. All required itinerant special education services not provided by appropriately credentialed will be provided by California certified Non-Public Agencies (NPA).

Staffing

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

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

Notification and Coordination

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

Identification and Referral

MA 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. MA 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.

MA will follow IDEA child-find requirements 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 IDEA, as provided in Section 1414, Title 20 of the United States Code. MA will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. MA shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

MA shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. MA shall be responsible for having the following individuals in attendance at the IEP meetings: the school administrator and/or MA designated representative with appropriate administrative authority as required by the IDEA; 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 MA and/or about the student. MA 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 IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

MA 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

MA shall be responsible for all school implementation of the IEP. As part of this responsibility, MA shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for MA’s non-special education students.

MA shall also provide all home-school coordination and information exchange. MA shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

MA shall comply with Education Code Section 56325 with regard to students transferring into MA within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in MA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, MA 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 MA from a district operated program under the same special education local plan area of MA within the same academic year, MA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and MA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to MA with an IEP from outside of California during the same academic year, MA 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 MA 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 MA, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

MA 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 MA and no student shall be denied admission nor counseled out of MA 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

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

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

Due Process Hearings

MA may initiate a due process hearing or request for mediation with respect to a student enrolled in the 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, MA shall defend the case.

SELPA Representation

MA shall represent itself at all SELPA meetings.

Funding

MA shall be subject to the allocation plan of the SELPA and receive Special Education funds directly from the El Dorado County Charter SELPA.

Plan for English Learners

MA meets 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. MA implemented policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Identification of English Learners Students and English Language Development (ELD) Program

MA administers the home language survey upon a student's initial enrollment into MA. All students who indicate that their home language is other than English will be assessed with the ELPAC in accordance with state law. MA will notify all parents of its responsibility for ELPAC testing and of test results within 30 days of testing. The ELPAC is used to fulfill applicable requirements under the Every Student Succeeds Act, for annual English proficiency testing.

MA provides services for EL students that include language development and access to core curriculum which conforms to the California Department of Education's State Program for English Language Development.

The major goals for EL students at MA are to develop proficiency in English and in the core curriculum as rapidly and effectively as possible with curriculum designed for such students.

At MA, English Learners take English Language Development (ELD) classes that correspond to the ELD levels. ELD state standards are addressed through our ELD curriculum as follows: the foundation for meeting the state English Language Arts standards is the ability to participate in grade level instruction in English. The California ELD Standards describe the pathway for EL students to achieve this goal. As students acquire high levels of English fluency, ELD and ELA standards merge. English language development and grade level achievement become one at the advance ELD levels. Students will continue to receive ELD until reclassification and continue to have access to standards-based core curriculum.

The goal for EL students receiving special education services is to make substantial progress toward achievement of their individualized education program's academic goals.

At the time of enrollment, all parents complete a Home Language Survey (HLS) which is used to determine the primary language of the student and is on file for each student at the school in their cumulative folder and in the student's ELD folder. The HLS is available in English, Spanish, Hmong, and Arabic. All students, including English-Only students, must have a completed HLS on file and includes the parents' signature and date. The school will seek further translations of forms as required.

If the responses on the HLS indicate a language other than English, or school records indicate the student is a MA student, the student is assessed in English vocabulary, grammar, reading, comprehension, and writing, when there is an absence of supporting documentation from the student's previous school of attendance. The results of these assessments enable personnel to determine the English language proficiency level of the student. If the MA staff has a reasonable suspicion that the HLS survey is completed incorrectly or there may actually be a home language other than English present (e.g. the parent speaks to the child in a language other than English) the school must continue with identification process.

Students with less than reasonable fluency in English may be provided with instruction in one of five different types of instructional strategies.

EL students receive instructional services from qualified staff appropriate to their ELD needs. Placement for students in MA is:

English Language Development Placement Guide

	Beginning (New to Country)	Beginning (Emerging)	Early Intermediate (Expanding)	Intermediate (Expanding)	Early Advanced (Bridging)	Advanced or Reclassified
Course Name	English Language Development Fundamentals A/B (Edmentum)	English Language Development I A/B (Edmentum)	English Language Development II A/B English Language Development II A/B (Edmentum)	English Language Development III A/B English Language Development III A/B (Edmentum)	English Language Development IV A/B English Language Development IV A/B (Edmentum)	English Language Development IV A/B (Edmentum) Conventional English
Instructional Materials and/or Textbook	ESL Reading Smart Newcomers	ESL Reading Smart Level 1	Edge Fundamentals ESL Reading Smart Level 2	Edge A ESL Reading Smart Level 3	Edge B ESL Reading Smart Level 3 or 4	Edge C ESL Reading Smart Level 4
CELDT Review all domains	9th Grade Overall 251-360	9th Grade Overall 350-457	9th Grade Overall Score 458-517	9th Grade Overall Score 518 - 578	9th Grade Overall Score 579-637	9th Grade Overall Score 638-761
ELPAC*	10th – 12th grade Overall Score 251-365	10th – 12th grade Overall Score 355-463	10th – 12th grade Overall Score 464-527	10th – 12th grade Overall Score 528 - 590	10th – 12th Grade Overall Score 591-657	10th – 12th Grade Overall Score 652-761
NWEA RIT Reading Score	< 131	131-150	151-176	177-199	200 - 210	205-211 Advanced 207-213 Reclassified
Suggested Lexile Range	BR1L – 49L	50L- 99L	100L- 499L	500L- 799L	800L- 999L	1000L-1049L
Supports	Tutoring SDAIE strategies	Tutoring SDAIE strategies	SDAIE strategies Tutoring	SDAIE strategies Tutoring	SDAIE strategies Tutoring	SDAIE strategies Tutoring

*For the 2018/19 school year, prior year ELPAC scores will assist in determining placement decisions. The charter school will use the yet to be released recommended ELPAC domain scores for placement decisions to replace the above CELDT scores once recommendations are released from the CDE and approved by the charter school board.

Education Program for English Learners

MA intends to provide EL students with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving MA's academic standards. MA's program is based on sound instructional theory, including Specifically Designed Academic Instruction in English (SDAIE) and is adequately supported so that EL students can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Vice President of Student Services or designee maintains procedures which provide for the identification, assessment and placement of EL students and for their reclassification/re-designation based on criteria adopted by the Board and specified in administrative regulations.

To evaluate program effectiveness, the Vice President of Student Services or designee regularly examines program results, including reports of the EL students' academic achievement, their progress towards proficiency in English and the progress of students who have been reclassified/re-designated as fluent English proficient. The Vice President of Student Services or designee annually reports these findings to the Board and also provides the Board with regular reports from any school-wide English Learner Advisory Committees (ELAC Meetings). Our English Language Development Program is infused with many SDAIE strategies. The methods include, but are not limited to differentiation for all students, prior knowledge scaffolding, zone of proximal development awareness, language acquisition, primary language support, multisensory approaches, academic English development, personalized relevant content, assistance and assistance fading, heterogeneous grouping, sensory-active learning, parroting techniques, visuals, graphic organizers, integrated listening/speaking/reading/writing, and front loading vocabulary.

Reclassification/Redesignation Criteria

The Charter School continues to provide additional and appropriate educational services to EL students for the purposes of overcoming language barriers until the EL students have:

1. Demonstrated English language proficiency comparable to that of the District's average native English language speakers.
2. Recovered any academic deficits which may have been incurred in other areas of core curriculum as a result of language barriers.

English Learner students are reclassified/re-designated as fluent English proficient when they are able to comprehend, speak, read and write well enough to receive instruction in the mainstream program and make academic progress at a level substantially equivalent to that of students of the

same age or grade whose primary language is English and who are in the mainstream course of study.

The following measures are used to determine whether an EL student is reclassified/re-designated as fluent English proficient:

1. Assessment of English language proficiency utilizing the ELPAC as the primary criterion, and objective assessment the student's English reading and writing skills (refer to above table).
2. Evaluation of certificated staff with direct responsibility for teaching or student course placement decisions. Objective data on the student's academic performance in English.

Criteria: Secondary Grade-Level Report with a grade of C or better in English or English Language Development

3. Parent/Guardian notification during a reclassification/redesignation.

Criteria: Parent notification

4. Comparison of performance in the basic skills, including performance on the Reading (MAP portion) of the Northwest Evaluation Association (NWEA).
5. Objective data on the student's academic performance in English.

Criteria: Secondary Grade-Level Report with a grade of C or better in English or appropriate ELPAC scores.

The Vice President of Student Services or designee provides subsequent monitoring and support for reclassified/re-designated students, including but not limited to, monitoring the performance of reclassified/re-designated students in English language mainstream courses.

The Vice President of Student Services or designee developed a process to monitor the effectiveness of the Charter School's program for EL students. The Charter School's program is modified as needed to help ensure language and academic success for each EL student.

Monitoring and Evaluating the Core Program

The quality of our school's ELD program and student achievement is regularly monitored and assessed by review and analyzing data with the purpose of identifying areas for improvement.

EL Intervention

When EL students are not making adequate progress toward mastery of ELD standards the teacher makes modifications to the course instruction to meet the student’s learning needs. The student is also provided with extended learning opportunities and interventions such as virtual:

- Tutoring
- Supplemental instruction
- Special counseling
- EL Small Group Instruction (SGI)

Qualified Teachers

Each teacher providing specialized academic instruction for EL students at MA must meet one of the following specifications:

1. The teacher holds a teaching authorization issued by the Commission on Teacher Credentialing authorizing services for EL students.
2. Whenever the student’s primary language is a vehicle of instruction, the teacher must have a bilingual, cross-cultural, language, and academic development (BCLAD), or comparable authorization.

ELEMENT (B): MEASURABLE STUDENT OUTCOMES

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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide 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, which 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).

GOALS, ACTIONS AND MEASURABLE PUPIL OUTCOMES: ALIGNED WITH THE EIGHT STATE PRIORITIES

Attached hereto as **Exhibit A** are the measurable pupil outcomes identified for use by MA, in accordance with Education Code section 47605(b)(5)(B), and which are aligned with the state priorities as described in Education Code section 52060(d). They are aligned with the state priorities as described in Education Code section 52060(d), as they apply to the grade levels served and nature of the program. These outcomes address increases in pupil academic achievement both school wide and for all groups of pupils served by MA, as that term is defined in Education Code section 47607(a)(3)(B).

School Climate

- MA's goal for school climate is to study pupil suspension and expulsion rates creating better understanding of what measures work and to annually receive feedback from parents and students on their thoughts and opinions about the school.
- Staff professional development in restorative practices and trauma informed strategies.

Conditions of Learning

- MA will utilize 100 percent standards aligned curriculum upon opening and each year thereafter.
- MA will conduct an annual survey that asks for student opinions and feedback. MA will have a complete offering of A-G courses upon opening and each year thereafter.

Pupil Outcomes

- MA will hire personnel as needed to support additional tutoring in math and English, etc.
- MA will hire, contract or develop a comprehensive career readiness program.

Engagement

- MA will seek to increase parent engagement through parent outreach.
- MA will study suspensions and expulsions and update its existing suspension and expulsion policy based on those findings.
- MA will conduct an annual survey of students and parents containing questions about feelings on school safety, school connectedness, possible improvements or changes to the program. MA leadership will annually study this survey and implement changes based on the result and include new annual goals in its Local Control and Accountability Plan based on student responses.

Local Control Accountability Plan ("LCAP")

MA will annually produce a Local Control Accountability Plan ("LCAP") and LCAP update using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. MA reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. MA shall submit the LCAP update to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by MA at the school.

OTHER PUPIL OUTCOMES

Furthermore, MA shall pursue the following pupil outcomes:

- **State Content Standards:** MA is dedicated to documenting student achievement of the State Content Standards each year in its core subjects in the order in which students are presented with the courses.
- **Attendance:** It is the goal of MA to strive, on average, to achieve at least 85 percent student attendance.
- **California School Dashboard:** Meet or exceed Dashboard indicators as applicable for DASS schools.

ELEMENT (C): METHODS OF ASSESSMENT AND OTHER USES OF DATA

Governing Law: The method by which pupil progress in meeting those pupil outcomes is 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)

MA shall meet all state standards and shall conduct all pupil assessments required 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. MA shall use multiple measures to accurately determine student achievement, including attendance records, the degree of participation of the student, the student's attitude about school, academic performance, state standards and assessments, student and parental feedback. The following is provided as a means to show pupil outcomes and corresponding methods that MA will use to monitor pupil progress in meeting those outcomes.

OUTCOME

METHOD(S) OF MEASUREMENT

State Standards

CAASPP, Internal and External Assessments, Teacher Records, Work Samples, Portfolios

85% Attendance

Student Attendance records as measured by the time value and contemporaneous learning records of student work.

State/Federal Accountability or DASS Indicators

California School Dashboard or Dashboard Alternative and DASS indicators School Status (“DASS”) responsive data as applicable

A School Accountability Report Card (SARC) is developed annually by MA staff and is made available to all stakeholders and the public on the website.

ELEMENT (D): GOVERNANCE STRUCTURE

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

MA shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. MA shall not charge tuition and shall not discriminate on the basis of the characteristics listed in the Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

MA shall be operated by a California 501(c)(3) non-profit public benefit corporation. Pursuant to Education Code Section 47604(c), the District in performing its oversight of MA as required by law, shall not be liable for the debts and obligations of MA or for claims arising from the performance of acts, errors, or omissions by MA, if the authority has complied with all oversight responsibilities required by law.

MA shall operate autonomously from the District with the exception of supervisory oversight and special education services as required by law. MA may, at its own choosing, utilize the services of a Charter Management Organization or Administrative and Educational service provider in its execution and operation of this charter.

A. BOARD OF DIRECTORS

MA shall be governed by a Board of Directors, whose major roles and responsibilities include, but shall not be limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving MA's annual budget, overseeing MA's fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff.

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 designee of MA any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

B. ADMINISTRATION AND FACULTY TEAM

The Board will be supported by a qualified administrative team which will implement the provisions of this charter, the policies adopted by the Board, and day to day operations.

The charter administrative team will report to the Board and will include a Principal and Assistant Principal, as well additional administrative positions as needed including but not limited to, Coordinators, Student Relations Managers (compliance management), Lead Teachers, and Instructional Specialists/Coaches. Resumes and job descriptions of administration are available upon request.

C. **PARENT PARTICIPATION**

MA shall facilitate the development of a parent committee made up of parents and guardians of the students of our school which act in an advisory capacity. The parent committee will be governed by bylaws adopted by the parents involved in the parent committee and shall set its own goals and mission statement.

MA shall promote a parent participation program. Parents will be encouraged to express their concerns, to join conference calls, and meet with the staff during the calls. To this end, MA shall distribute parent surveys to all parents requesting them to give their opinions on the progress of their student and encouraging them to express suggestions of how MA might improve its services. The responses shall be returned to MA and reviewed with faculty and administration in order to address any concerns.

To encourage additional parent involvement, MA shall at a minimum do the following:

1. Develop an ongoing list of opportunities for parents virtually via phone or video conferencing, with multiple options for dual working families.
2. Offer extra-curricular activities for both student and parent participation.

MA shall hold virtual Open House(s) as an integral part of its continual effort to improve communication and increase the participation of parents and guardians in the instructional programs available.

ELEMENT (E): QUALIFICATIONS OF SCHOOL EMPLOYEES

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

All Employees

All staff must possess the experience and skills appropriate for their position. Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with students, parents, prospective parents, coworkers and the community.

Attitudes are the most important facet of each employee's presentation of MA to the public. Employees must be courteous, tactful, and pleasant while in the course and scope of their

employment. We strive to maintain a pleasant, efficient and fair work environment that fosters cooperation and understanding.

Administration

MA operates with an experienced Administrative Team. As noted in the previous section, resumes and job descriptions of administration are available upon request.

Teachers

MA shall adhere to Education Code Section 47605(1) requiring that all teachers hold appropriate California teaching certificates, permits, or other document equivalent to that which a teacher in other schools would be required to hold. Flexibility shall be granted only in accordance with Education Code Section 47605(1). All teachers employed by MA shall have California Teaching Credentials and that are published on the Commission on Teacher Credentialing website.

ELEMENT (F): HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal 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, MA shall adopt and implement full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated as appropriate into MA's student and staff handbooks and reviewed on an ongoing basis by a committee of the Board. These health and safety policies and procedures shall be made available to the District prior to opening and anytime upon request.

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

Procedures for Background Checks

MA shall comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, volunteers and service providers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of MA. New employees not possessing a valid California Teaching Credential must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. MA shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code 44830.1 and 45122.1. The Human Resources Department monitors compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee are

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 MA employees are designated as mandated child abuse reporters and will follow all applicable reporting laws. MA shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

MA employees, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

MA shall adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication

MA shall adhere to Education Code Section 49423 regarding administration of medication to students. MA shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. MA shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by MA.

Diabetes

MA shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.

Suicide Prevention Policy

MA shall adopt a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

MA shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Blood Borne Pathogens

MA meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board established a written “Exposure Control Plan” designed to protect employees 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 body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free/Alcohol Free Environment

MA shall maintain a drug, alcohol and smoke free environment.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

MA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. MA shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at MA (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 MA’s discrimination and harassment policies.

Internet Safety and Conduct

The MA student handbook will address Internet safety and conduct.

ELEMENT (G): RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter 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)

MA shall implement a student recruitment strategy that may include, but is not necessarily limited to, the following elements or strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

1. An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
2. The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District, including Spanish language materials.
3. The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the District.
4. Ongoing outreach meetings.

ELEMENT (H): STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). – California Education Code Section 47605(b)(5)(H)

ENROLLMENT POLICY

No test or assessment shall be administered to students prior to acceptance and enrollment into MA. MA shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools. MA shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Pursuant to Education Code Section 51747.3, all students who reside within Los Angeles County and adjacent counties, may attend MA subject only to capacity at each grade level.

APPLICATION PROCESS

The application process is comprised of the following:

- Completion of an online enrollment application

ENROLLMENT PROCESS

After admission, students will be required to submit a signed enrollment packet, which shall include the following:

- Proof of Immunization
- Proof of withdrawal from previous school
- Home Language Survey
- Signed Cumulative Record Request
- Completion of Emergency Medical Card

PUBLIC RANDOM DRAWING

Applications are accepted during an open enrollment period from July 1 to June 30 for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In this event, MA will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preference in the case of a public random drawing shall be allowed as follows:

1. Siblings of students admitted to or attending MA.
2. Children of MA employees.
3. District residents.

Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrolment. MA and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

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 school year. In no circumstance will a wait-list carry over to the following school year.

ELEMENT (I): ANNUAL FINANCIAL AUDITS

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)

MA shall facilitate an annual independent audit of MA's financial affairs as required by Education Code Sections 47605(b)(5)(I) and 47605(m). MA will select an independent auditor and the auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider.

The independent fiscal audit shall verify the accuracy of MA's financial statements, attendance and enrollment accounting practices and review MA's internal controls. The audit shall be conducted in accordance with generally accepted accounting principles applicable to MA along with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's 6-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit shall be completed within four months of the close of the fiscal year. A copy of the auditor's findings shall be forwarded to the District, Los Angeles County Office of Education, the State Controller and to the CDE by December 15th each year. MA's Vice President of Business Services along with an audit committee will review any audit exceptions or deficiencies and report to MA Board of Directors with recommendations on how to resolve them. MA Board of Directors 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. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

MA audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of MA is a public record to be provided to the public upon request.

ELEMENT (J): SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) *For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
- (ii) *For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) *Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) *Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses*

and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). – California Education Code Section 47605(b)(5)(J)

MA is committed to following applicable state law related to student due process and discipline procedures, when restorative practices are not able to remedy behavior. MA also recognizes there are behaviors that can jeopardize the safety of students and warrant the use of suspension and expulsion. Attached, as **Exhibit B**, please find MA's suspension and expulsion policy.

Voluntary Enrollment and Involuntary Removal Procedures

MA is committed to ensuring the student's voluntary participation in and understanding of independent study to graduate, or facilitate the student's transfer back to traditional instruction upon achievement of coursework goals, or when the student is unwilling to continue in Personalized Learning. MA is committed to attempting interventions to assist students unwilling to continue in Personalized Learning. After three missed assignments in a period of 20 school days in conjunction with MA participation interventions, an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in Personalized Learning. If it is determined Personalized Learning is not in the best interest of the student, no pupil shall be involuntarily removed by the charter school for any reason, unless the parent or guardian of the pupil has been provided written notice of the intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder. The notice shall inform him or her of the right to initiate an involuntary removal hearing, which will follow the same procedures as a hearing for a disciplinary removal, before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the involuntary removal hearing procedures, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. The involuntary removal hearing shall follow the same procedures as the hearing set forth in **Exhibit B**. Parents and students agree to this practice as part of their enrollment and master agreement. **Exhibit C** demonstrates the Voluntary Enrollment Acknowledgment.

ELEMENT (K): RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or Federal Social Security. – California Education Code Section 47605(b)(5)(K)

Employees at MA shall participate in the federal social security system. Additionally, MA shall offer a 403(b) Retirement Savings Plan. MA shall not offer PERS or STRS benefits to employees. MA shall inform all applicants for positions within MA of the Retirement Program options for employees of MA. Designated administration are responsible for ensuring that mandatory deductions and contributions are made for all employees.

If, in the future, MA elects to offer its employees the opportunity to participate in the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), or both systems, MA shall comply with all applicable law including, but not limited to, Education Code Section 47611. At MA's written request and in accordance with Education Code Section 47611.3, the District shall create and submit reports required by STRS and/or PERS on behalf of MA, and MA shall reimburse the District and any other applicable entities for the actual costs of the reporting services.

ELEMENT (L): PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend MA. Students who opt not to attend MA may attend other schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in MA 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 MA, except to the extent that such a right is extended by the local education agency.

ELEMENT (M): RETURN RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: The rights of an 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 public school district employee is required to work at MA. Employees of the District who choose to leave the employment of the District to work at MA will have no automatic rights of return to the District after employment by MA unless specifically granted by the District through a leave of absence or other agreement. MA employees shall have any right upon leaving the

District to work in MA that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the school that the District determines to be reasonable and not in conflict with any law.

All employees of MA are considered the exclusive employees of MA and not of the District, unless otherwise mutually agreed in writing. Sick or vacation time or years of service credit at the District or any other school district will not be transferred to MA. Employment by MA provides no rights of employment at any other entity, including any rights in the case of closure of MA.

ELEMENT (N): DISPUTE RESOLUTION PROCEDURES

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)

DISPUTES BETWEEN THE DISTRICT AND MISSION ACADEMY

MA recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. MA is willing to consider changes to the process outlined below as suggested by the District.

In the event of a dispute between MA and the District, the staff and Board members of the MA and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and the Chief Executive Officer of MA, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, MA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Chief Executive Officer or designee of the MA, and the District Superintendent shall informally meet and confer within one (1) week of the written dispute statement to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing Board members from their respective Boards who shall jointly meet with the Superintendent and Chief Executive Officer or designee of MA and attempt to resolve the dispute within three (3) weeks. If this joint meeting fails to resolve the dispute, the Superintendent and Chief Executive Officer or designee shall meet to jointly identify a neutral third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and Chief Executive Officer or designee and shall be held within thirty (30) days of the joint meeting. The costs of the mediator shall be split equally between the parties. If mediation does not resolve the

dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and MA.

INTERNAL DISPUTES

Disputes arising from within MA, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members shall be resolved pursuant to policies and processes developed by MA. MA shall also maintain a Uniform Complaint Policy and Procedures as required by state law. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District Board of Education reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless MA Board has requested the District to intervene in the dispute. The District shall refer any complaints or reports regarding complaints or disputes concerning MA to MA Board or the Chief Executive Officer for resolution in keeping with MA's policies.

ELEMENT (O): CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O)

Closure of MA will be documented by official action of the Board of Directors. The action will identify the reason for closure and shall designate an entity and person(s) responsible for to closure-related activities. MA shall not close mid-year unless otherwise agreed upon by the District and MA.

MA will promptly notify the parents/guardians and students of MA, the District, the County Office of Education, MA's SELPA, the retirement systems in which the school's employees participate (e.g. federal social security), and the California Department of Education of the closure and of the effective date of the closure; 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 resident; and the manner in which parent (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

MA shall provide a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of resident, to the responsible entity designated by the Board.

MA shall transfer all pupil records, state assessment results, and any special education records to the custody of the responsible entity designated by the Board, except for records and/or assessment results that the charter may require to be transferred to a different entity. MA shall transfer and maintain personnel records in accordance with applicable law.

As applicable, MA 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. MA shall work with the District to determine a suitable arrangement for transfer and location of storage of student records.

As soon as reasonably practical, MA will prepare final financial records. Annual reports required by Education Section 47604.33 shall be completed and filed. MA will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. MA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by MA 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 MA.

On closure of MA, all assets of MA, including, but not limited to, all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending MA, remain the sole property of the Corporation and, upon dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. 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, MA shall remain solely responsible for all liabilities arising from the operation of MA.

As MA is operated by a nonprofit public benefit California corporation, should the corporation dissolve with the closure of MA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate State and Federal Agencies.

As specified in MA Budget in **Exhibit D**, MA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. BUDGETS

Governing Law: The petitioner or petitioners also shall 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 **Exhibit D**, please find the following fiscal documents:

- A multi-year operational budget
- Cash flow and financial projections for the first three years of operation
- Plans for establishment of a reserve
- LCFF budget calculator (FCMAT)
- Budget assumptions/narrative

B. FINANCIAL REPORTING

MA shall annually prepares and submits the following reports to the District and the Los Angeles County Superintendent of Schools as required by Education Code Section 47604.33:

1. On or before July 1, a preliminary budget. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. On or before July 1, local control and accountability plan (LCAP) and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. On or before December 15, an interim financial report. This report shall reflect changes through October 31. Additionally, on December 15, a copy of MA's annual, independent financial audit report for the preceding fiscal year are delivered to the District, the State Controller, California Department of Education and Los Angeles County Superintendent of Schools.
4. On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
5. On or before September 15, a final unaudited report for the prior year.

C. INSURANCE

MA shall acquire and finance general liability, worker's compensation, and other necessary minimum insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by MA's

insurer. The District shall be named as an additional insured on the general liability insurance policy of MA.

D. ADMINISTRATIVE SERVICES

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

MA shall procure its own administrative services including, but not limited to, budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development through an appropriately qualified third-party contractor.

MA may discuss the possibility of purchasing some of these or other services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between MA and the District and subject to District availability and willingness to provide such services.

E. FACILITIES

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

MA shall locate and operate within District boundaries at a location to be identified with the District. As a virtual learning program, MA does not at this time intend to utilize facilities, resource centers or sites to serve students enrolled in the school.

F. TRANSPORTATION

With the exception of special education students whose transportation is mandated by their Individualized Education Program, or as otherwise required by law, MA shall not provide transportation of students to and from MA.

G. POTENTIAL CIVIL LIABILITY EFFECTS

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

An authority that grants a charter to a charter school to be operated by or as a nonprofit public benefit corporation is not liable for the debts or obligations of MA, or for claims arising from the performance of acts, errors, or omissions by MA if the authority has complied with all oversight responsibilities required by law.

The corporate bylaws of the Corporation provide for indemnification of the Board of Directors, officers, agents, and employees, and as described above MA shall purchase general liability

insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. As stated above, the District shall be named an additional insured on the general liability insurance of MA.

TEACHER ENDORSEMENTS

The signatures presented below are tendered in conjunction with the attached petition (the "Petition") submitted by Mission Academy, for a new charter, the Mission Academy.

Mission Academy estimates that 10 teachers will be employed at the school during its first year of operation. Pursuant to California Education Code Section 47605, the Petition has been signed by at least 5 teachers. This number represents at least one-half of the number of teachers that Mission Academy estimates will be employed at the school during its first year of operation.

By placing his or her signature on this petition, each of the signatories hereto represent that he or she is meaningfully interested in teaching at Mission Academy.

<u>Marlon Douglas</u> Name	<u></u> Signature	<u>1/17/18</u> Date
<u>John Halliday</u> Name	<u></u> Signature	<u>1/17/18</u> Date
<u>Joe Jones</u> Name	<u></u> Signature	<u>1/17/18</u> Date
<u>Ingrid Villa</u> Name	<u></u> Signature	<u>1/17/18</u> Date
<u>Christine Kartz</u> Name	<u></u> Signature	<u>1/17/18</u> Date
<u>Paul Fisher</u> Name	<u></u> Signature	<u>1/17/18</u> Date
<u>Maria Quiles</u> Name	<u></u> Signature	<u>1-17-18</u> Date
<u>Loranne Samuels</u> Name	<u></u> Signature	<u>1-17-18</u> Date
<u>Daniel Diaz</u> Name	<u></u> Signature	<u>1/17/18</u> Date

CONCLUSION

By approving this charter, the District will be fulfilling the intent of Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils; 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. Mission Academy is 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, Mission Academy pledges 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. The Mission Academy shall be considered approved as of the date of charter approval. The term of the charter is for five (5) years, from July 1, 2018 through June 30, 2023.

Charter for Mission Academy

Whereas the Acton-Agua Dulce Unified School District received a valid charter petition on _____, 2018, submitted pursuant to Education Code Section 47605, and

Whereas the Acton-Agua Dulce Unified School District, after holding a public hearing on _____, 2018 and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter petition, and be it

Resolved that Acton-Agua Dulce Unified School District hereby approves and grants this charter petition by a vote of ____ to ____ on _____, 2018, for a five (5) year term commencing on July 1, 2018 and expiring on June 30, 2023.

Be it further resolved that this charter petition constitutes a binding contract upon the Acton-Agua Dulce Unified School District and Mission Academy.

Witnessed:

Acton-Agua Dulce Unified School District

By: _____
Board President

Its: _____
Superintendent