



MISSION VIEW PUBLIC CHARTER

Presented to
William S. Hart Union High School District

Charter Renewal Petition

Grades 8 - 12

First Approved by William S. Hart Union High School District on March 7, 2007

Material Revision March 18, 2009

Charter Renewed May 2, 2012

Renewal Submission May 2017

Term: July 1, 2017 to June 30, 2022

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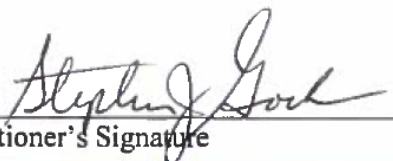
Exhibit A	Local Control and Accountability Plan
Exhibit B	Suspension and Expulsion Procedures
Exhibit C	Multi-Year Fiscal Budget and Narrative
Exhibit D	Partnership MOU
Exhibit E	Master Agreement for Personalized Learning
Exhibit F	English Learner Development Plan
Exhibit G	CCSA Accountability Report Card
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AFFIRMATIONS and ASSURANCES

As the authorized lead petitioner, I hereby certify that the information submitted in this petition for renewal of a California public charter school named Mission View Public Charter (“MVPCS” or the “Charter School”), submitted to William S. Hart Union School District (“WSHUHSD” 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 renewal, MVPCS will follow any and all federal, state, and local laws and regulations that apply to MVPCS, including but not limited to:

- MVPCS 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)]
- MVPCS shall be deemed the exclusive public school employer of the employees of MVPCS for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605(b)(6)]
- MVPCS will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- MVPCS will not charge tuition. [Ref. California Education Code Section 47605(d)(1)]
- MVPCS admits all students who wish to attend MVPCS, and who submit a timely application, unless MVPCS receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to MVPCS is 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 is given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority makes reasonable efforts to accommodate the growth of MVPCS in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code Section 47605(d)(2)(A)-(C)]
- MVPCS will continually strive for a healthy, collaborative, synergistic relationship with the District and the Workforce Innovation and Opportunity Act (“WIOA”) partners.
- MVPCS does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- MVPCS will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- MVPCS 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 1967.5.1(f)(5)(C)]

- MVPCS will ensure that teachers in MVPCS 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)]
- MVPCS will at all times maintain all necessary and appropriate insurance coverage.
- MVPCS 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 MVPCS without graduating or completing the school year for any reason, MVPCS notifies the superintendent of the school district of the pupil's last known address within 30 days, and, upon request, provides that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- MVPCS maintains 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)]
- MVPCS will on a regular basis consult with its parents and teachers regarding MVPCS's education programs. [Ref. California Education Code Section 47605(c)]
- MVPCS complies with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- MVPCS complies with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]
- MVPCS complies with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- MVPCS complies with the Family Educational Rights and Privacy Act.
- MVPCS meets or exceeds the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- MVPCS complies with Education Code Section 51745 et seq. related to independent study.


 Lead Petitioner's Signature

4-25-17
 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. MVPCS 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. MVPCS's Founding Group consist of Administrators and consultants who have concentrated expertise in the following areas critical to MVPCS's success.

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

The Charter Schools Act of 1992 (Education Code Section 47600, *et seq.*) was enacted by the legislature 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:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- 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.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Partnerships with Workforce Training Programs

MVPCS shall offer a program designed to meet the educational needs of federally funded learn-and-work or learn-and-earn programs, including but not limited to partnerships with the federal Workforce Investment Act pursuant to Education Code Section 47605.1(g).

The Workforce Innovation and Opportunity Act ("WIOA"), which was signed into law on July 22, 2014, reauthorizing the Workforce Investment Act of 1998 ("WIA"), authorizes services for youth, adults and laid-off workers. WIOA is considered to be the most significant reform of federal job training programs in more than 15 years and a critical step toward helping workers and employers succeed in the 21st century economy.¹

¹ See <http://blog.dol.gov/2014/07/22/promoting-job-driven-training-and-american-opportunity/>

MVPCS offers a year-round program emphasizing attainment of basic skill competencies, enhancing opportunities for academic and occupational training, and providing exposure to the job market and employment. Activities may include instruction leading to completion of secondary school, tutoring, internships, job shadowing, work experience, adult mentoring and comprehensive guidance and counseling. The program emphasizes services for out-of-school youth.

The activities provided by WIOA offer a variety of benefits to both program participants and the communities in which they reside as follows:

- Job Seekers
 - Universal access to job search and labor market information
 - Advice, counseling and support
 - Education and skills training
 - Individual choice of service
- Youth
 - Basic skills assessment
 - Resources and guidance help to attain educational goals
 - Leadership development opportunities
 - Exposure to work environment through training and adult mentoring
- Employers
 - Influence over local area employment policy
 - Improved and trained employee pool
 - Development of on-the-job and customized training opportunities
 - Assistance for laid-off workers
- Community
 - Access to local area job market information
 - Improved workforce quality
 - Services designed for local area needs
 - Reduced need for welfare

MVPCS believes that investing in the most skilled and talented workforce in the world should be one of our nation's top priorities. In recent years, more than 20 million people annually have turned to federal programs for basic education, job training and employment services. During the worst economic crisis of our lifetimes, the workforce system served as the nation's emergency room, administering the critical care to help people get back on their feet.

MVPCS seeks to establish this charter to serve students in partnership with Federal and State funded programs, including WIOA. Through this partnership with WIOA, MVPCS will strengthen the public workforce system by unifying and streamlining services to better serve job-seekers. It will improve accountability and transparency within the system, elevate work-based learning strategies that address the needs of multiple employers within an industry, and it will foster coordinated planning within Los Angeles County and adjacent counties. This partnership will specifically address the needs students who face unique economic challenges, including out-of-school and at-risk youth who seek college and career opportunities that are not currently available to them in the traditional school system.

Through MVPCS's partnership with WIOA, students will have improved tools to identify and access training options and other employment services best suited to their needs. And businesses will be more closely connected to the

system, with better resources available to find and train the skilled workers they need to grow their companies. Each aspect of MVPCS's program will be shaped by the following question: is it helping ready-to-work-Americans move into ready-to-be-filled jobs?

Evidence shows that our partnership with WIOA programs will be successful in producing skilled students ready for their future career or pursuit in higher education. As noted in the report, *What Works in Job Training: A Synthesis of the Evidence*, produced by the U.S. Departments of Labor, Commerce, Education and Health and Human Services², existing evidence on job training for youth demonstrate:

- Early exposure to a range of career and higher education information and opportunities is associated with better post-secondary education outcomes.
- Work experience for youth still in school, including paid summer jobs, has some important results in terms of educational outcomes, particularly if job skills and education are combined.
- Occupation- and industry-based training programs, including Career Academies, show some promising employment outcomes for youth. Work-based learning, such as paid internships, cooperative education, and some transitional jobs programs suggest that low-income, economically disadvantaged youth are successful in programs where they receive wages. Strategies that allow high school students to accelerate their transition to college or start preparing for a career early can also improve youth outcomes.
- Youth disconnected from work and school, including those who also have serious disadvantages such as early-child bearing, homelessness, or involvement with the criminal justice system, have the most difficult challenges succeeding in adulthood, but there is some evidence that they can benefit from comprehensive and integrated models that combine education, occupational skills, and support services.

MVPCS will expand upon these programs that are proven to work for our youth and give them the tools to climb ladders of opportunity and punch their ticket to the middle class and beyond.

In addition to WIOA, MVPCS may partner with other federal and state programs, Youth Build, California Conservation Corps, etc.

MVPCS proposes to serve students throughout Los Angeles and contiguous counties. Currently, only a few schools in the area offer a comprehensive independent study/personalized learning program in partnership with WIOA programs within the same school setting. MVPCS seeks to offer students an educational program in which they will benefit from a truly unique opportunity to become career and college ready in conjunction with our WIOA partners, as described above.

² See <http://www.dol.gov/asp/evaluation/jdt/>



SUCCESSES

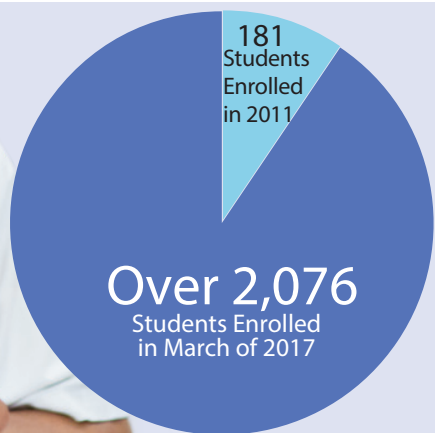




Mission View Public Charter School has experienced great success in the previous term. The following summarizes accomplishments:

- Mission View Public Charter (MVPC) uses a personalized learning program administering to the needs of a diverse population of students and families for which conventional educational systems are no longer working. Since 2011, MVPC

- Mission View Public Charter recognized that there was an opportunity to better serve the student population with highly trained professionals in supportive roles. To rise to meet this opportunity, MVPC has hired on seven full time counselors, five Student Retention Specialists and two School Psychologists.



MVPC has experienced **phenomenal growth** from an original enrollment of **181 students** to a current enrollment of just over **2,076 students** in March of 2017

- MVPC offers online programs through Plato Courseware by Edmentum and APEX Learning. Plato and APEX are standards-based online learning programs that are aligned to the Common Core standards. Plato and APEX course offerings include English 9-12, Pre-Algebra, Algebra, Geometry, Algebra 2, Civics, Economics, American History, World History, Geography, U.S. Government, Earth Science, Health, PE 1, PE 2, and a variety of elective courses.
- Mission View Public Charter is in the second year of developing and implementing a Career Technical Education (CTE) program. These programs are being developed under the guidance of the California Career Pathways Trust Grant (CCPT). In conjunction with other charter schools, Mission View Public Charter is an LEA partner to a recent CCPT Consortium Development and Implementation Grant recipient. The overarching goal of the CCPT is to build robust partnerships between employers, schools, and community colleges in order to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training, and employment.
- The majority of courses offered at Mission View Public Charter are Independent Study courses. However, throughout the last 5 years of operation, MVPC has seen a need to implement small group, direct instruction classes that meet multiple times a week. Classes include Literacy, Foundation in Mathematics, Mathematical Foundations, Algebra, Geometry, Integrated Science, and Biology.
- Mission View Public Charter recognizes the need for students to be immersed in a collective community of their peers. To address this need, we have initiated programs that include character education, Get Lit (a spoken word poetry course), student leadership, field trips, camp opportunities, and community service groups.



The EL/RFEP student population comprises approximately

54%*

of the student population at MVPC.

*As of April 2017



An English Learner Advisory Committee (ELAC) composed of parents, students and teachers was formed to address the needs of EL students. The ELAC was wrapped into the Parent Advisory Committee (PAC). Since its inception, the ELAC Committee has provided professional development on teaching EL students in an independent study setting.

The special education student population comprises approximately

19%

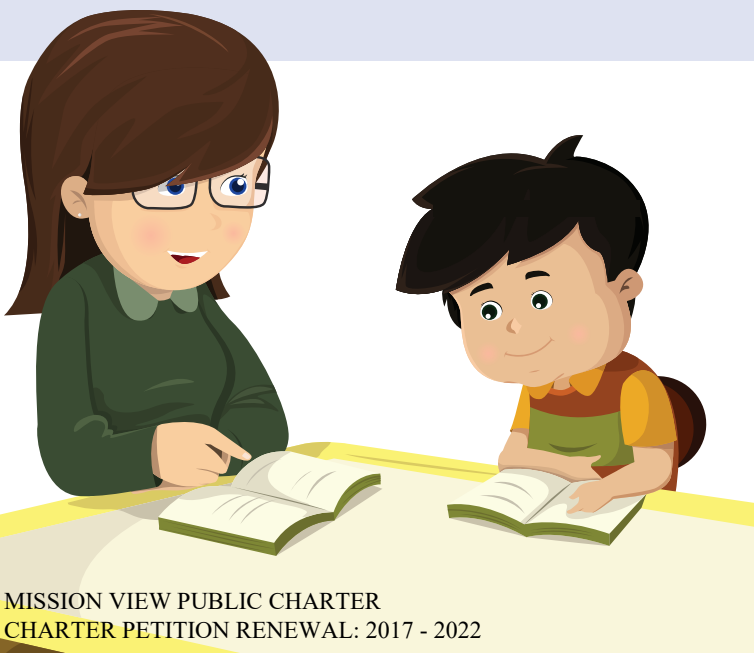
of the student body.



Students with special needs are served by a Specialized Academic Instructor (SAI), who provides

one-on-one personalized instruction,

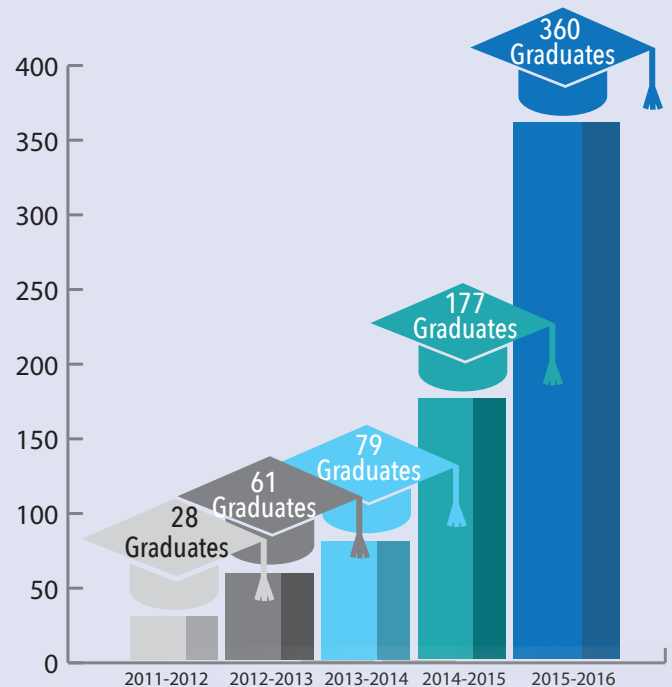
along with accommodations and modifications based on the student's Individualized Education Plan (IEP).



- Mission View Public Charter partners with local community agencies to support the diverse needs of the students: Communities in Schools (a dropout prevention and gang intervention organization), Jewish Vocational Services (a Work Innovation and Opportunity Act partner), Playa Vista Jobs, Alta Med, and Youth Policy Institute (also a WIOA partner).
- In the fall of 2010, Mission View Public Charter received a 6-year term of accreditation from the Western Association of Schools and Colleges (WASC). WASC accreditation ensures that an academic institution meets a strict set of criteria for student learning. It also requires a continuous cycle of reflection and school improvement. By achieving WASC accreditation, it demonstrates to the community that Mission View Public Charter is a trustworthy and effective learning institution. It also ensures students will have the ability to enroll in a 4-year college program that requires a high school diploma from a WASC accredited institution. A full self-study was completed in March of 2017. The results were very positive including praises for the programs, positive culture, rigorous curriculum, and relationships. The final results of the study will be available at the end of April of 2017.
- MVPC currently has 167 courses approved on the UC Doorways website, which would enable an MVPC graduate to meet UC and CSU graduation requirements. In addition, all core courses are aligned to the Common Core Standards.
- Mission View Public Charter is designated as an Alternative School Accountability Model (ASAM) school and therefore does not generate a similar school ranking under the API system. The State recognizes that our school's population has an extremely high turnover rate and can serve an entirely new group of students every 12 months due to the recovery model ASAM schools operate under.

As MVPC has continued to grow, so has the number of students graduating each school year.

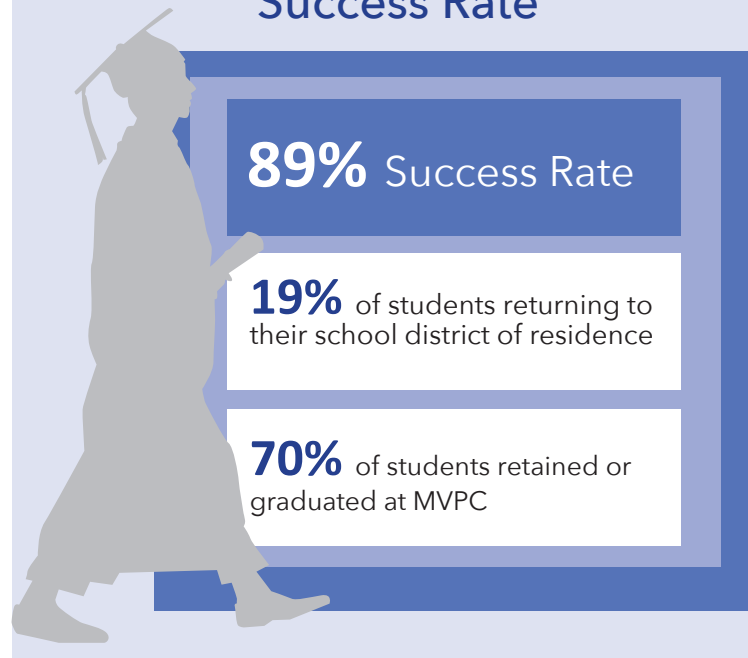
- 2011-2012 = 28 Graduates
- 2012-2013 = 61 Graduates
- 2013-2014 = 79 Graduates
- 2014-2015 = 177 Graduates
- 2015-2016 = 360 Graduates





- Mission View Public Charter has an 89% success rate with 19% of students returning to their school district of residence and 70% retained or graduating at MVPC.
- Charter Renewal: State law requires a charter school to meet at least one of the criteria specified in Education Code Section 47607(b) before receiving a charter renewal. As an ASAM school, MVPC meets the criteria in Education Code Section 47607(b)(5): "Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052." Thus, MVPC should be granted a charter renewal term pursuant to Education Code Section 47607(a).
- Since its inception, MVPC has not expelled any students. For a school of our size, this represents a major accomplishment.

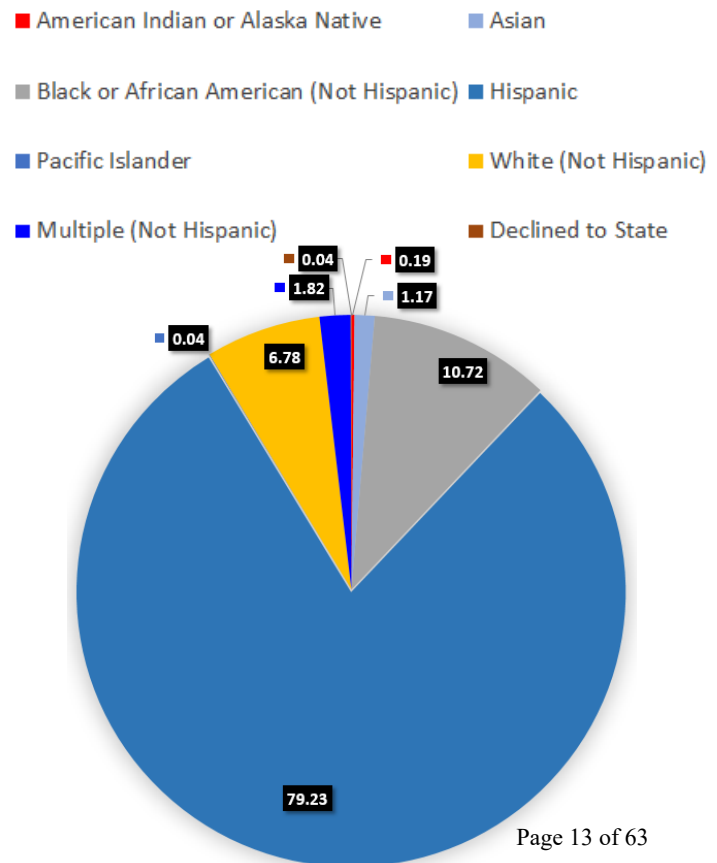
Success Rate



Enrollment By Student Group

As previously mentioned, MVPC serves a diverse population of students. We hope the following graphs assist in illustrating this fact. All data is taken from the student population in the fall of 2016.

- 87.4% Socioeconomically Disadvantaged
- 54% EL/RFEP
- 19% Special Education



The Mission View Public Charter (MVPC) model provides personalized learning experiences for all of its students

A personalized and flexible learning environment tailored to the needs and interests of each individual student

1:1

Student-teacher interaction

Numerous programs & partnerships available

- Career-Tech Ed Programs
- Workforce Innovation Opportunity Act (WIOA)
- Arts Programs
- Science Programs
- Math Programs

Diverse academic programs available to all students based on their individual interests

Wrap-around services and resources available to all students based on their individual needs

Multiple service points

- Counseling
- Mentoring
- Student Leadership
- Athletics
- Free food service to all students

The Mission View Public Charter student profile at enrollment

Average age, average credit deficiency and enrollment gap in days

17

Years Old

-82

Credits deficient

80*

Enrollment Gap

** Median of MVPC's range for enrollment gap (60-100 days).*

6th

grade *
Reading Level

5th

grade *
Math Level

** MVPC's average based on NWEA assessments.*

Average reading level and average math level

(Based on NWEA assessments taken at enrollment)*

** MVPC uses NWEA assessments to measure student progress and growth; NWEA assessments can be compared to national achievement and growth norms and are standards-aligned, including Common Core standards.*

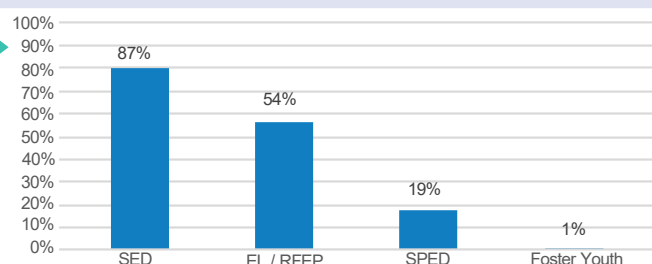
Enrollment by program eligibility

54% English Learner / RFEP

19% Special Education

87% Socio-Economically Disadvantaged

1% Foster Youth

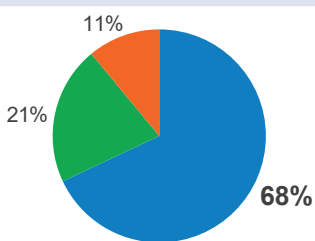
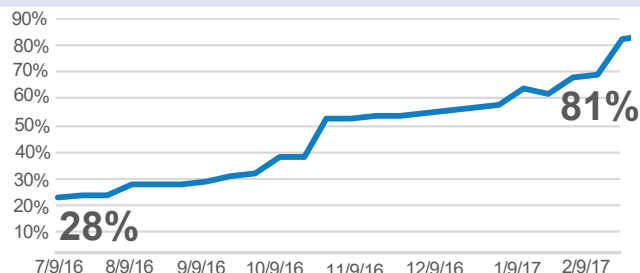


The Mission View Public Charter's (MVPC) program is more effective and sustained over time, leading to successful graduation

As students spend more time at MVPC, they are more engaged and more likely to attend school on a consistent basis

+53%

(Students attending at least 2x / week)



■ Graduated ■ Stayed @MVPC ■ Other

Students at MVPC graduate from high school and earn the opportunity to succeed

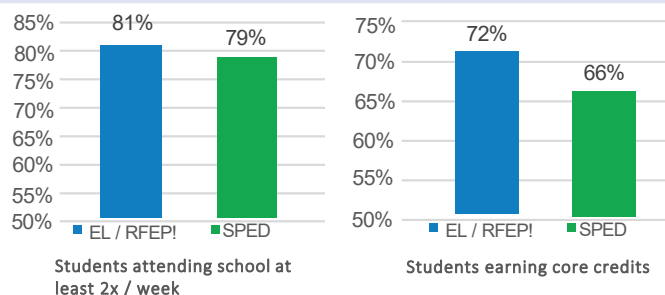
68%

(1-year graduation rate; ASAM)



The Mission View Public Charter's program is effective for English Learners and SPED students

EL/RFEP and SPED students at MVPC are more likely to attend school and earn credits



The Mission View Public Charter's data shows that it is an impactful program for student achievement

After enrolling, MVPC students are

more likely to attend school

MVPC minimum requirement is attendance at least 2x / week

81%

(Students attending at least 2x / week)

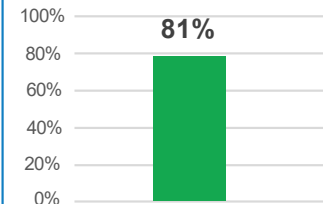
BEFORE

80*

Enrollment
Gap

* Median of Learn4Life's range for enrollment gap (60-100 days).

AFTER



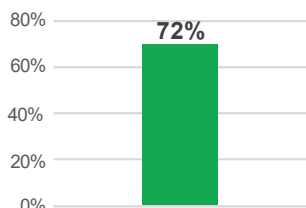
Students attending school at least 2x / week

BEFORE

82 Credits

Average
Credit Deficiency

AFTER



Students earning core credits

MVPC students are more likely to
earn credits towards successfully
graduating from high school

72%

(Students earning core credits)

MVPC students more likely
to achieve academically

Median grade point average

2.8

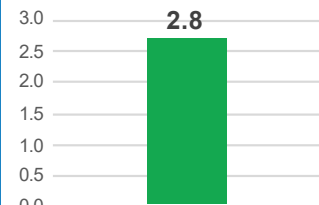
(Average GPA)

BEFORE

1.4

Average GPA

AFTER



Average GPA





MVPC CBED's student graduation data

Location	Graduates	Candidates	Transitioned back to district	Percentage of CBEDs students graduated
Citrus – Independent Study	53	61	3	87%

4 Year University Eligible Students – Citrus

This is the data for our students who were/are on an A-G track and are therefore eligible for a 4 year university after graduation:

School Year	Students Eligible (4 year university)
2015 – 2016	14
2016 – 2017	13

Special Populations – Mission View

As of January 2017

	Number of Students	Percentage of all students
FRMP	1,923	83.61%
EL / RFEP	1,276	54.48%
Special Education	423	18.39%

Alternative Schools Accountability Model (ASAM)

California's 1999 Public Schools Accountability Act ("PSAA") required that all schools be held accountable under systems developed by the CDE. Accordingly, the California Education Code Section 52052(h) requires:

"The State Superintendent, with the approval of the State Board, shall develop an alternative accountability system for schools...under the jurisdiction of a county board of education or a county superintendent of schools, community day schools ...and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools."

In response to the mandate of the PSAA, the CDE, in conjunction with the PSAA Subcommittee on the Alternative Accountability System, developed the Alternative Schools Accountability Model ("ASAM").

As is described above, and as is allowed under California State Law, MVPCS qualifies as an ASAM school.

The resource center is an ASAM program primarily serves 9-12 grade students who are high-risk and drop-outs. The center serves a high percentage of socioeconomically disadvantaged, EL/RFEP and SPED population when compared to the local school district demographics with the average student age of 17 years old. A typical student is approximately 80 credits deficient upon enrollment at the resource center. For many dropouts and potential dropouts, this program is their only opportunity to change their direction and continue their education.

Demographics		
School	EL/RFEP	FRMP
Mission View	54%	84%
Citrus Resource Center	23%	54%
Bowman High School	42%	52%

SY 15-16 Math SBAC Results, Overall					
School	Not met	Nearly Met	Met	Exceeded	
Mission View	83%	13%	3%	1.0%	
Citrus Resource Center	74%	14%	3%		
Bowman High School	69%	25%	5%		
SY 15-16 ELA SBAC Results, Overall					
School	Not met	Nearly Met	Met	Exceeded	
Mission View	49%	30%	16%	5%	
Citrus Resource Center	34.4%	33.3%	25.8%	6.4%	
Bowman High School	19%	42%	35%	4%	
SY 15-16 CST Results, Overall					
School	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Mission View	26%	28%	35%	9%	3%
Citrus Resource Center	13%	21%	38%	16%	13%
Bowman High School	Valid scores unavailable				

Charter Renewal

State law requires a charter school to meet at least one of the criteria specified in Education Code Section 47607(b) before receiving a charter renewal. As an ASAM school, MVPCS meets the criteria in Education Code Section 47607(b)(5): “Qualified for an alternative accountability system pursuant to subdivision [g] of Section 52052.” Thus, MVPCS should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a).

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

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. 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. Education Code Section 47605(b)(5)(A)(ii)

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding 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. Education Code Section 47605(b)(5)(A)(iii)

PERSONALIZED LEARNING

MVPCS will offer a non-classroom based Personalized Learning program for grades 8-12.

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 MVPCS 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.

The 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.

MVPCS'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.) MVPCS understands 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 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.

Our Personalized Learning model in partnership with WIOA and other federal programs provides a unique public educational model that is tailored to the needs and interests of each individual student. It is a combination of the best of home schooling and resource center based classes. Personalized Learning is dedicated to developing personalized 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 the School 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. MVPCS offers this Personalized 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 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, 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, MVPCS offers flexible, individualized instruction in conjunction with a curriculum specifically designed to better meet the needs of the individual student's learning level.

The Personalized Learning program at MVPCS 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. MVPCS's Personalized Learning program 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 provided in conjunction with partnerships with WIOA at MVPCS 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 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.

MVPCS offers a core curriculum that meets all California 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 complete an integrated course sequence including, but not limited to, career exploration and guidance, opportunities for skills training in in-demand industries and occupation, career technical education and job readiness coursework, with the goal of successfully preparing students for jobs in a pathway, enrollment in post-secondary education or registering for apprenticeships. All instructional programs of the School meets all applicable statewide 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.

MVPCS offers a unique approach to the Personalized Learning Model through the Resource Center(s), which has the feel of a welcoming environment, creating a comfortable and safe haven for learning. Students and parents have the opportunity to utilize the Resource Center(s) as a meeting place if they so wish, as well as the educational hub where the student can participate in various educational and job training programs organized by MVPCS and our workforce partners. Appointments can be made by the parents to meet with tutors that will provide assistance to the students upon request. Parents can also meet with their assigned teacher for assistance as well as clarification of the assignments provided to the student. During that appointment, the lesson can be explained and assigned. There will be time for questions and discussion for everyone; the parents, the student and the teacher. It is important to understand that students learn in an independent model setting and the resource centers are a tool for delivering federally funded training programs in partnership with the Charter schools educational offerings.

Virtual Learning Program

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, access to technology (computer and Internet), strong instructional support, a significant amount of off-line work, guidance from experienced teachers, and a strong commitment from parents (or other caring adults).

The Virtual Learning program uses the various curriculums and a 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. Classroom-based 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 text book work organized and planned by teachers. Teachers, in most cases, work from their homes.

Mission and Vision Statement

The mission of MVPCS is to engage students in learning, who are no longer enrolled in a traditional classroom program or who prefer a personalized learning education. MVPCS's goal is to successfully prepare students for work or college readiness through our integrated personalized program of job readiness coursework and WOIA partnerships

MVPCS 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. MVPCS 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 an independent study model, students in grades 8-12 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 plan and determine which areas to target for improved skills 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 encouraged to complete assignments using a computer whenever possible.
3. Computers are available at the resource center for any student who does not have access at home.
4. Specific instruction from fundamental to advanced computer skills are provided in:
 - Computer Fundamentals
 - Operating Systems/Windows
 - PowerPoint/Office
 - Access/Office
 - Excel
 - Microsoft Word

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. One of the options for the MVPCS Career Exploration class requires the student to participate as a volunteer in an approved community service organization.
2. Career Exploration Readiness course work with our WIOA partnerships encourages the student to “Job Shadow” in a career area of his/her interest. As part of Career Exploration readiness courses and clubs, students are able to participate as a volunteer in an approved community service organization.
3. High accountability in attendance and satisfactory completion of all assignments at MVPCS 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.

Attendance Expectations/School Calendar

A student of MVPCS will attend pre-determined progress meetings in order to gain assistance toward completion of assignments within the learning period. Students are expected to pursue independent research and completion of assignments. Tutorials are available at the resource center to provide extra assistance when it is requested by either teacher or student.

Student Retention Support

Knowing the hardships many alternative education students face, MVPCS hires and trains Student Retention Support 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 Student Retention Support Providers are responsible for communicating with students and families when absenteeism is a problem. Their interventions include home visits, parent conferences, AIM meetings (Attendance Intervention Meetings), and more intensive Student Support Meetings.

Educational Philosophy

Whom the School is attempting to educate.

The School is attempting to educate the following students:

- Those who have stopped going to school.
- Those who have not graduated.
- Those who have adult responsibilities.
- Those who work better in an independent study learning environment.

- Those who have unavoidable scheduling conflicts that keep the student from attending traditional school.
- Those who have been identified as academically low achievers.
- Those facing employment challenges.
- Those who are socio-economically disadvantaged.
- Homeless and Foster Youth students

Through partnerships, the goal of MVPCS is to provide the following services to students through WIOA:

- Financial literacy
- Entrepreneurial skills training
- Services that provide labor market and employment information in the local area
- Activities that help youth transition to postsecondary education and training
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

Upon enrolling at MVPCS, students are assessed to ensure appropriate course placement and determine need for remediation and additional support. This ensures that the curriculum presented to students are the most appropriate and beneficial toward student attainment of the content standards. Our diverse independent study model is based on the intent of the Legislature that independent study is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) The Charter School understands that independent study in and of itself is not an alternative curriculum and that our program must provide as comprehensive a program as the student would receive if enrolled in traditional schools. The California Department of Education (“CDE”) in its independent study operations manual has noted the benefits to serving an at-risk population through independent study. 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. Students with these problems are often labeled "at risk." 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 can be an opportunity to change direction and continue their education.

Our school is targeting at-risk students, not only those that are academically low-achieving, but those who may have stopped attending school regardless of achievement levels. Our students tend to fall on either end of the spectrum, either extremely low achieving or extremely high achieving but for numerous reasons are unable to maintain enrollment within the traditional schools. Our program offers a flexible schedule which meets the needs of pregnant or new and young mothers, students who may be living on their own, students who have to work in order to provide for their family or themselves.

Our program complies with Education Code Section 51746 to ensure that our students have the same access to the existing services and resources that they would have received in a traditional school within the District. These services include a facility staffed on a full time basis by credentialed personnel, ongoing tutoring at the resource center and regular one-on-one meetings to go over assignments and assign new materials.

Furthermore, one of the goals of the Charter School is to reinsert the student back into traditional public schools whenever possible. Ongoing assessments are conducted to ensure that independent study is the appropriate educational option for the student, and for those students for whom that answer is “no,” the School will work with the student and the school district of residence to ensure that this student is 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 the School'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 the School as to whether or not the School is appropriate and works with the student to understand the importance of the tutoring requirement.

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 the following: a closely graded math curriculum, which includes courses in Basic Math Skills, Pre-algebra, Algebra I, Geometry and Algebra II. This curriculum uses materials from the publisher, AGS, which is developed around a format of low level, high interest. This makes it accessible to more than 80% of our students. Because of our assessment system we are able to diagnose each student's ability level and begin instruction with the appropriate lesson.

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 the following: a closely graded math curriculum, which includes courses in Basic Math Skills, Pre-algebra, Algebra I, Geometry and Algebra II. This curriculum uses materials from the publisher, Houghton Mifflin Harcourt, HMH, which is developed around a format of low level, high interest. This makes it accessible to more than 80% of our students. Because of our assessment process, we are able to diagnose each student's ability level and begin instruction with the appropriate lesson.

In addition, we offer other electives for low performing students such as: refresher math, consumer math, math essentials, and vocabulary building.

MVPCS provides 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. MVPCS has demonstrated 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 "at risk," students because they may end up feeling forced to drop out of independent study because of continual personal problems. As a result, our program makes every effort to recognize early warning signs and offer guidance or make referrals to in-house resources or to community resources.

The school is dedicated to a 350 to 1 student to counselor ratio. The counselors focus on the three domains for maximizing student potential: 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.

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

MVPCS 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;
- Learn more about themselves and demonstrate critical decision-making skills necessary to be a responsible citizen.

MVPCS 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 MVPCS. 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 MVPCS, 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 MVPCS 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 California Content Standards.
- b. Personalized Learning with 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:** MVPCS 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.** The Charter School uses pre-assessment testing to evaluate all incoming students and regularly reassess. Tests, exams and classroom assignments 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. **Learning as Apprenticeship.** By providing students with real-life experiences, mentoring and coaching, students can acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. A vocational program will teach students practical skills and a strong sense of responsibility, while providing value to the people and property of the community. The Charter School works closely with various community and business organizations to provide practical opportunities to the student.
- j. **Parental/Guardian Involvement.** Taking into consideration the high risk population of the Charter School, MVPCS 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 receive newsletters, open house notifications and are encouraged to meet the teachers.

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, MVPCS 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 MVPCS, 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/technical 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 (1989) in his study, *Integrated Education; A Curriculum for the 21st Century*, 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 textbooks utilized at MVPCS are State approved and aligned to the California State Content Standards. The Holt-Rinehart and Winston Literature series include assignments that integrate disciplines. The Holt Literature and Language (2007) series includes assignments that integrate disciplines. 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;
- Student outcomes are evaluated by using appropriate and specific criteria through self-appraisal, criterion-referenced and or standardized instruments.

At MVPCS, 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:

- 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; Tutoring is done at the Resource Center at a separate time from normal instruction and is provided by school staff personnel.
- 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; and
- Experiences that foster exploration and inquiry and promote the development of higher order abilities such as thinking, reasoning, problem-solving, and decision-making.

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

Basic Learning Environment

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

The rapport established between the 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.

MVPCS'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 meet with a credentialed teacher for weekly (minimum) one-on-one appointments that are at least one hour per meeting. The instruction is tailored to the student's individual learning needs.

Instruction primarily takes place in one large, communal teaching area. Teacher desks are arranged around the perimeter of the learning center of what is referred to as the "classroom" area. Student desks are located in the middle of the classroom area.

At MVPCS, 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 is appropriately credentialed in at least one core content area. At MVPCS, the core content areas are English Language Arts, Mathematics, Science and Social Science. All students have access to a credentialed 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 credentialed in that content area. MVPCS also provides Small Group Instruction (SGI) in various subjects as needed including Literacy/Read 180, math courses, foreign language, fine arts, and CTE/Career Preparation. SGI classes are taught by credentialed teachers and allow for the advantages of focused and paced instruction along with safety and peer collaboration of a small group environment.

MVPCS 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 between 15 to 20 days long. During each LP, students are expected to turn in a specified number of credits of work and take tests on those credits. The average student completes between 4 to 8 credits per learning period, depending on their abilities, their academic plan and motivation.

Students typically take one core subject plus one elective 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. Typically, students complete their work both at home and at the center.

All students are introduced to their educational program at MVPCS 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 elective course, called Academic Exploration. This course introduces students to school rules, time management, study skills, basic English and math concepts, and career planning. Academic Exploration is a five credit course that takes the average student approximately three weeks to complete. Upon enrollment, students complete a reading, math, and language arts 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 Academic Exploration 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 course and often pairs that with an elective course. By focusing on one core course at a time, many students experience greater success in each course.

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.

WASC Visiting Committee Full Study Report

MVPCS welcomed the Western Association of Schools and Colleges (WASC) on March 27, 2017 for the school's renewal visit. The WASC committee identified the following Areas of Strengths for MVPCS:

“Strong and positive relationships exist between students, teachers, and staff.”

“Collaboration is frequent and meaningful between teachers, administrators, and other staff.”

“Program flexibility meets the needs of students with diverse learning needs and socioeconomic backgrounds.”

“Strong community partnerships provide for vocational training, student retention, and social-emotional support services.”

“Research-based curriculum design and ongoing revisions ensure standards-aligned courses are effective and maximize student learning.”

Instructional Resources

The resources most crucial to the students of the Charter School are the human resources, the certificated and non-certificated staff. Also critical to the learning process is the availability of instructional materials including, but not limited to, textbooks and other materials (i.e. software programs) that supplement the delivery of a solid core curriculum. Through careful planning, the School has these instructional materials in adequate supply. Every student has the appropriate textbook and instructional units to take home. Staff meetings, in which both certificated and non-certificated personnel attend, routinely discuss and review textbook inventories and the coordination and allocation of resources to maintain adequate supplies. Resources are coordinated proportionally by grade level and subject. Teachers are encouraged to research and review instructional material and to make recommendations. Textbooks and other instructional materials are selected based upon State textbook adoption, teaching strategies and techniques, assessment procedures and input from advisory groups.

Course Offerings

At a minimum, the Charter School offers the following classes: English, World History, U.S. History, Civics, Economics, Math, Health, Physical Science, Life Science, Job Readiness and Career Technical Education. The Charter School also offers instruction in the Visual/Performing Arts, Foreign Language, Physical Education and Technology. Other electives are included as students' interests and abilities demand.

Transfer Of Courses/College Entrance Requirements

MVPCS 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.

MVPCS wants each school district to feel confident that credit earned at MVPCS is equivalent in its representation of subject mastery prior to transfer.

MVPCS is eager to work with each school district to best meld its practices to meet those of the districts' for the benefit of the student.

Planning for graduation begins early and includes the faculty, school counselor, 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. Charter School staff meets with parents and students in the enrollment process to determine the courses necessary. Based upon entering diagnostic assessments, the Charter School will identify whether or not the students have demonstrated skills and aptitude necessary for a course load that would meet college requirements for students who wish to pursue that course of study.

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.

MVPCS works closely with the school district of residence to ensure the successful transition of any student returning to the traditional school district.

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 Charter School's adopted graduation requirements.

Personalized Learning Laws And Regulations

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

MVPCS adheres to all applicable sections of the Education Code for Independent Study (Section 51745 *et seq.*) and funding determination requirements of Education Code Sections 47612.5 and 47634.2, and Title 5, California Code of Regulations, Sections 11963-11963.7 (SB 740).

MVPCS also adheres to the California Code of Regulations requirements related to audit requirements for charter schools (Title 5, California Code of Regulations Sections 19850-19854).

Plan for Academically Low-Achieving Students

MVPCS is a well-designed personalized learning environment for at-risk 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.

MVPCS 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 the Charter School 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 eligible to participate in a remedial reading program. 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 in scheduled tutorial and enrichment activities 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 the Charter School as to whether or not the student is appropriately placed. The Charter School 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 Basic Math Skills, Pre-Algebra, Algebra I, Geometry, Algebra II, Language Arts, History, Geography and Sciences. In addition, MVPCS offers other electives for low performing students such as; refresher math, consumer math, math essentials, beginning art, vocabulary building and spelling. This curriculum uses supplemental materials from a variety of sources, developed around a format of low level, high interest. This makes it accessible to more than 80% of our students.

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.

Intervention strategies utilized by the Charter School may include:

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. The Charter School 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.

Plan 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 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 NWEA and MAP 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.

Plan for English Learners

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

Identification of ELD (English Language Development) Students and Program

MVPCS administers the home language survey upon a student's initial enrollment into MVPCS. This section describes our current plan which may be altered from time to time to better serve students. All students who indicate that their home language is other than English will be assessed with the CELDT/ELPAC within 30 days of initial enrollment and at least annually thereafter between February 1 and May 31 until re-designated fluent English proficient. MVPCS will notify all parents of its responsibility for CELDT/ELPAC testing and of test results within 30 days of testing. The CELDT/ELPAC is used to fulfill applicable requirements under the Elementary and Secondary Education Act, as reauthorized by the Every Student Succeeds Act, for annual English proficiency testing. All ELD students take California required assessments with legally appropriate accommodations along with other eligible students.

MVPCS provides services for English Language Development 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 English Language Development students at MVPCS are to develop proficiency in English and in the core curriculum as rapidly and effectively as possible with curriculum designed for such students.

At MVPCS, English Learners take English Language Development 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 English Language Development 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 English language development until reclassification and continue to have access to standards-based core curriculum.

The goal for English Language Development 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 site in their cumulative folder and in the student's English Language Development 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 an English Language Development 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 site personnel to determine the English language proficiency level of the student. If the L4L 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.

English Language Development students receive instructional services from qualified staff appropriate to their English Language Development needs.

Placement for students in Mission View Public Charter is:

	New to Country	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Course Options	ELD Fundamentals A/B	ELD I A/B	ELD II A/B	ELD III A/B	ELD III A/B	ELD IV A/B
Course Options	System 44 I 1A/B	System 44 I 1A/B	Read180 1 A/B	English 9 - 12 A/B Intensive	ELD IV A/B	Conventional English
Course Options	System 44 I 2A	System 44 I 2A			English 9 - 12 A/B Intensive	English 9 - 12 A/B Intensive
Course Options	System 44 II 1A/B	System 44 II 1A/B				English 9-10
Services	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
Instructional Materials	ESL Reading Smart System 44	ESL Reading Smart System 44	Edge ESL Reading Smart Read 180	Edge ESL Reading Smart Read 180	Edge ESL Reading Smart Read 180	Edge ESL Reading Smart Read 180 HMH Collections

EDUCATION FOR ENGLISH LEARNERS

The Governing Board intends to provide English Language Development 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 the Charter school's academic standards. The Charter school's program are based on sound instructional theory and are adequately supported so that English Language Development 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 English Language Development 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 English Language Development 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 district or school-wide English Learner Advisory Committees (ELAC Meetings).

Reclassification/Redesignation

The Charter school continues to provide additional and appropriate educational services to English Language Learners for the purposes of overcoming language barriers until the English Language Development 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 Language Development 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. (Education Code 52164.6)

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

1. Assessment of English language proficiency utilizing the California English Language Development Test (CELDT) as the primary criterion, and objective assessment the student's English reading and writing skills.

Criteria: Overall Score of Level 4 or 5 (Early Advanced or Advanced), Scores of 3 (Intermediate) or higher in Listening/Speaking, Reading and Writing domains.

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) and/or passing the ELA California High School Exit Exam (CAHSEE) during the 2014-2015 school year.

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 district's program for English Language Development students. The district's program is modified as needed to help ensure language and academic success for each English Language Development student.

Monitoring and Evaluating the Core Program

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

ELD Intervention

When English Language Development 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:

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

Qualified Teachers

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

1. The teacher holds a teaching authorization issued by the Commission on Teacher Credentialing authorizing services for English Language Development 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.

Plan for Serving Students With Disabilities

Overview

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

MVPCS is its own local educational agency ("LEA") via the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). As an LEA member of the SELPA, MVPCS receives state and federal revenues directly, in accordance with the SELPA's allocation plan.

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

MVPCS may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. MVPCS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors or vendors certified with the State of California as Non-Public Agencies (NPA).

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

Section 504 of the Rehabilitation Act

MVPCS recognizes its legal responsibility to ensure that no qualified person with a disability, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of MVPCS. Any student, who has an objectively identified disability which substantially limits a major life activity such as learning, is eligible for accommodation by MVPCS.

A school administrator assembled 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 is 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 is invited to participate in 504 team meetings where program modifications for the student will be determined and is 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 in Education Act (“IDEA”)

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

MVPCS functions as a local educational agency for purposes of providing special education instruction and related services under the IDEIA pursuant to Education Code Section 47641(a) and receives state and federal revenues directly. MVPCS is a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”).

MVPCS provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

MVPCS will provide services for special education students enrolled in MVPCS. MVPCS will follow 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.

Special education instruction and related services are 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 MVPCS will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Charter School staff participates in SELPA in-service training relating to special education.

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

Notification and Coordination

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

Identification and Referral

MVPCS has 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. MVPCS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil is referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

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

Assessments

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

IEP Meetings

MVPCS arranges and notices the necessary Individualized Education Program (“IEP”) meetings. IEP team membership are in compliance with state and federal law. MVPCS is responsible for having the following individuals in attendance at the IEP meetings: the school administrator and/or MVPCS designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at MVPCS and/or about the student. MVPCS arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and documents the IEP meeting and provide notice of parental rights.

IEP Development

MVPCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education is the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are 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

MVPCS is responsible for all school site implementation of the IEP. As part of this responsibility, MVPCS provides 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 MVPCS’s non-special education students. MVPCS also provides all home-school coordination and information exchange. MVPCS is also responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

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

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

Non-Public Placements/Non-Public Agencies

MVPCS is 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 MVPCS and no student is denied admission nor counseled out of MVPCS 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

MVPCS adopted policies for responding to parental concerns or complaints related to special education services. MVPCS receives any concerns raised by parents/guardians regarding related services and rights.

MVPCS's designated representative investigates as necessary, responds to, and addresses the parent/guardian concern or complaint.

Due Process Hearings

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

SELPA Representation

MVPCS represents itself at all SELPA meetings.

Funding

MVPCS is subject to the allocation plan of the SELPA and receives Special Education funds directly from the El Dorado County Charter SELPA.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Measurable Outcomes: Alignment with the Eight State Priorities” in Element B of the charter for a description of MVPCS’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(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Local Control and Accountability Plan (LCAP)

In accordance with Education Code Section 47606.5, MVPCS complies with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. MVPCS submits the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. A copy of the current LCAP is attached as Exhibit A.

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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both 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, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B)*

MEASURABLE PUPIL OUTCOMES: ALIGNMENT WITH THE EIGHT STATE PRIORITIES

Attached hereto as Exhibit A are the measurable pupil outcomes identified for use by the Charter School, 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). These outcomes 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 Education Code section 47607(a)(3)(B).

OTHER PUPIL OUTCOMES

Furthermore, the Charter School pursues the following pupil outcomes:

- **State Content Standards:** The Charter School 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.
- **State Standardized Testing:** Measurable growth each academic year, as evidenced by scores on the CAASPP exam.
- **Attendance:** It is the goal of the Charter School to strive, on average, to achieve at least 85% student attendance.
- **State/Federal Accountability Measures:** Meet or exceed applicable state and federal accountability measures (both school wide and reportable subgroups) on an annual basis.



As Mission View Public Charter (MVPC) has continued to grow, so has the number of students graduating each school year.

School Year	Students Graduated
2011 – 2012	28
2012 – 2013	61
2013 – 2014	79
2014 – 2015	177
2015 - 2016	360



MVPC CBED's student graduation data

Location	Graduates	Candidates	Transitioned back to district	Percentage of CBEDs students graduated
Citrus – Independent Study	53	61	3	87%

4 Year University Eligible Students – Citrus

This is the data for our students who were/are on an A-G track and are therefore eligible for a 4 year university after graduation:

School Year	Students Eligible (4 year university)
2015 – 2016	14
2016 – 2017	13

Special Populations – Mission View

	Number of Students	Percentage of all students
FRMP	1,923	83.61%
English Learners	1,276	55.48%
Special Education	423	18.39%

**Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation
for All Classes by Number of Students**

Name	Rank	State	Level	Type	Total
COLLEGE OF THE CANYONS	1	CA	2-year	Public	78
LOS ANGELES MISSION COLLEGE	2	CA	2-year	Public	41
EL CAMINO COLLEGE	3	CA	2-year	Public	27
MOORPARK COLLEGE	4	CA	2-year	Public	13
SANTA MONICA COLLEGE	5	CA	2-year	Public	12
LOS ANGELES VALLEY COLLEGE	6	CA	2-year	Public	11
LOS ANGELES SOUTHWEST COLLEGE	7	CA	2-year	Public	9
LOS ANGELES HARBOR COLLEGE	8	CA	2-year	Public	8
LOS ANGELES TRADE TECHNICAL	9	CA	2-year	Public	7
LOS ANGELES PIERCE COLLEGE	10	CA	2-year	Public	6
WEST LOS ANGELES COLLEGE	11	CA	2-year	Public	6
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	12	CA	4-year	Public	4
EAST LOS ANGELES COLLEGE	13	CA	2-year	Public	4
LOS ANGELES CITY COLLEGE	14	CA	2-year	Public	4
VENTURA COLLEGE	15	CA	2-year	Public	4
CERRITOS COLLEGE	16	CA	2-year	Public	3
ANTELOPE VALLEY COLLEGE	17	CA	2-year	Public	2
GLENDALE COMMUNITY COLLEGE	18	CA	2-year	Public	2
ITT TECHNICAL INSTITUTE	19	IN	4-year	Private	2
ORANGE COAST COLLEGE	20	CA	2-year	Public	2
UNIVERSITY OF PHOENIX	21	AZ	4-year	Private	2
CALIFORNIA STATE UNIV CHANNEL ISLANDS	22	CA	4-year	Public	1
CITRUS COLLEGE	23	CA	2-year	Public	1
DELGADO COMMUNITY COLLEGE	24	LA	2-year	Public	1
EVEREST COLLEGE - RESEDA	25	CA	2-year	Private	1

MISSION VIEW PUBLIC CHARTER SCHOOL

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ELEMENT C: METHODS OF ASSESSMENT AND OTHER USES OF DATA

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

The Charter School will meet all state standards and will 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. The Charter School uses 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, and student and parental feedback. The following is provided as a means to show pupil outcomes and corresponding methods that the Charter School will use to track pupil progress in meeting those outcomes.

<u>OUTCOME</u>	<u>METHOD(S) OF MEASUREMENT</u>
State Content 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 ASAM indicators	Academic Performance Reports or ASAM responsive data

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. Education Code Section 47605(b)(5)(D)*

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

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

The Charter School operates autonomously from the District with the exception of supervisory oversight as required by law.

The Charter School 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 petition.

A. BOARD OF DIRECTORS

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

The Board may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and discharges any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be in writing; specify the entity designated; describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

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 Board will provide directives to the charter administrative team, including a Principal and Assistant Principal, as well additional administrative positions as needed including but not limited to, Learning Center Coordinators, Student Relations Managers, Lead Teachers, and Instructional Specialists/Coaches. Resumes and Job Descriptions of administration are available upon request.

B. PARENT PARTICIPATION

To encourage parent involvement, the Charter School at a minimum does the following:

1. Develop an ongoing list of extensive participation opportunities for parents with multiple options for dual working families.
2. Offer extra-curricular activities for both student and parent participation.

The Charter School holds an annual Open House 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: EMPLOYEE QUALIFICATIONS

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

All Employees

All staff must possess experience and skill 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 children, parents, prospective parents, coworkers and the community.

Attitudes are the most important facet of each employee's presentation of MVPCS 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

The Charter School operates with an experienced Administrative Team.

Teachers

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

ELEMENT F: HEALTH AND SAFETY PROCEDURES

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 it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, MVPCS adopted and implemented full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies are incorporated as appropriate into MVPCS's student and staff handbooks and are reviewed on an ongoing basis by a committee of the Board. These health and safety policies and procedures are made available to the District upon request.

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

Procedures for Background Checks

Employees, Volunteers and Service Providers of MVPCS are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. 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 employees are designated as mandated child abuse reporters and will follow all applicable reporting laws. The above mentioned staff will receive annual training on their mandated reporting responsibilities. All new employees will receive this training within the state requirement timeline.

Tuberculosis Risk Assessment and Examination

Faculty, volunteers and staff who have frequent or prolonged contact with students, are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

MVPCS adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All incoming students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

MVPCS adheres to Education Code Section 49423 regarding administration of medication in school.

Severe Allergic Reaction

MVPCS has trained staff to administer treatment for any student experiencing a severe allergic reaction in compliance with Education Code Section 49414.

School Nurse

MVPCS has a school nurse or will contract school nursing services as needed to assist in the following areas of service and/or professional development.

Nursing Plans

MVPCS has identified students with serious health issues or medical needs, such as epilepsy or serious food allergies, for example, will have a nursing plan. Either the nurse or trained staff members will be responsible for following the nursing plans in administering health needs.

Medication

The school nurse or a school employee designated in the nursing plan will administer health service or medications. The school will ensure proper training occurs with any non-nursing staff designated in the nursing plans.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis. MVPCS adheres to Education Code Section 49450 *et seq.* as applicable to the grade levels served by MVPCS.

Diabetes

MVPCS provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming students, pursuant to Education Code Section 49452.7.

Suicide Prevention Policy

MVPCS adopted a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

MVPCS adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the school facilities in conjunction with law enforcement and the Fire Marshall. This handbook includes, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood borne Pathogens

MVPCS 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 will follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

MVPCS maintains a drug, alcohol, and smoke-free environment.

Facility Safety

MVPCS complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. MVPCS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. MVPCS conducts fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

MVPCS 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, transgender status, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, military 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. MVPCS has implemented a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at MVPCS (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 MVPCS’s anti-discrimination and harassment policies.

ELEMENT G: RACIAL AND ETHNIC BALANCE

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

MVPCS has implemented a student recruitment strategy that includes, 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 and the communities in which MVPCS's resource centers are located:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District and the communities in which its resource centers are located, including Spanish language materials.
- 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 and the communities in which its resource centers are located.
- Outreach meetings

ELEMENT H: ADMISSION REQUIREMENTS

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

Enrollment Policy

All students who reside in the State of California, within Los Angeles and adjacent counties pursuant to Education Code Section 51747.3, may attend MVPCS subject only to capacity at each grade level, and any jurisdictional limitations imposed by law. MVPCS complies with all laws establishing minimum and maximum age for public school attendance in charter schools.

Application Process

The application process is comprised of the following:

- Completion of a student enrollment form

Enrollment Process

- Proof of immunization
- Proof of withdrawal from previous school
- Home Language Survey

- Signed Cumulative Record Request
- Completion of Emergency Medical Card

Applications will be accepted during an open enrollment period from July 1 to June 30 for enrollment in the following school year.

Public Random Drawing

Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In this event, MVPCS 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 preferences in the case of a public random drawing will be given to the following students in the following order:

1. Siblings of currently enrolled students
2. Children of Charter School employees
3. Residents of the District

At the conclusion of the lottery, all students who were not granted admission due to capacity will 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 waitlist carry over to the following school year.

ELEMENT I: INDEPENDENT FINANCIAL AUDIT

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

MVPCS will facilitate an annual independent audit of the school's financial affairs as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The audit will verify the accuracy of MVPCS's financial statements, attendance and enrollment accounting practices and review MVPCS's internal controls. The audit will be conducted in accordance with generally accepted accounting principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-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 will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Chief Financial Officer along with an audit committee will review any audit exceptions or deficiencies and report to MVPCS's Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

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

ELEMENT J: PUPIL SUSPENSION AND EXPULSION PROCEDURES

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

Attached, as **Exhibit B**, please find the Charter School’s suspension and expulsion policy.

ELEMENT K: EMPLOYEE RETIREMENT

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

All employees at MVPCS participate in the federal social security system. Additionally, MVPCS offers a 403b Retirement Savings Plan. MVPCS informs all applicants for positions within MVPCS of the Retirement Savings Plan options for employees of MVPCS. Designated administration are responsible for ensuring that mandatory deductions and contributions are made for all employees.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

ELEMENT M: EMPLOYEE RETURN RIGHTS

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. Education Code Section 47605(b)(5)(M)

No public school employee is required to work at MVPCS. Employees of the District who choose to leave the employment of the District to work at MVPCS will have no automatic rights of return to the District after

employment by MVPCS unless specifically granted by the District through a leave of absence or other agreement. Charter School employees will have any right upon leaving the District to work in MVPCS that the District may specify, any rights of return to employment in a school district after employment in MVPCS that the school district may specify, and any other rights upon leaving employment to work in MVPCS that the District determines to be reasonable and not in conflict with any law.

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

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. Education Code Section 47605(b)(5)(N)

Disputes between the District and MVPCS

MVPCS 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. MVPCS is willing to consider changes to the process outlined below as suggested by the District.

In the event of a dispute between MVPCS and the District, MVPCS staff and Board and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Chief Executive Officer, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, MVPCS requests that this is 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 will 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 and Superintendent, or their respective designees, will informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties will identify two governing board members from their respective boards who will jointly meet with the Superintendent and Chief Executive Officer, or their respective designees, and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and Chief Executive Officer, or their respective designees, will meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session will be developed jointly by the Superintendent and Chief Executive Officer, or their respective designees, and will incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator will be non-binding, unless the Board of MVPCS and the District Board of Education jointly agree to bind themselves.

The costs of the mediator will be split equally between the District and MVPCS. 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 MVPCS.

Internal Disputes

Disputes arising from within MVPCS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter School Board members will be resolved pursuant to policies and processes developed by MVPCS. 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 the MVPCS Board has requested the District to intervene in the dispute. The District will refer any complaints or reports regarding complaints or disputes concerning MVPCS to the MVPCS Board or the Chief Executive Officer for resolution in keeping with MVPCS's policies.

ELEMENT O: PUBLIC SCHOOL EMPLOYER

Governing Law: The petition does not contain a declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. Education Code Section 47605(b)(6)

MVPCS is deemed the exclusive public school employer of the employees of MVPCS for the purposes of the Educational Employment Relations Act (“EERA”). MVPCS complies with the EERA.

ELEMENT P: 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 charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O)

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

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

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

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

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

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

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

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

On closure of MVPCS, all assets of MVPCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending MVPCS, remain the sole property of MVPCS and, upon dissolution of the charter school, will be distributed in accordance with the Articles of Incorporation. The distribution includes 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, MVPCS remains solely responsible for all liabilities arising from the operation of MVPCS.

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

As specified by the budget in **Exhibit C**, MVPCS 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 shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g)

Attached, as **Exhibit C**, please find the following documents:

- A multi-year operational budget, cash flow and financial projections
- Plans for establishment of a reserve

The information provided regarding finances, financial reporting, insurance, transportation, and administrative services is intended for informational purposes only and to assist the District in understanding how the school may affect the District. This information does not constitute a legally binding contract or agreement, is not intended to govern the relationship of MVPCS and District, and is not be considered a part of the charter or any related agreements or memoranda of understanding.

B. Financial Reporting

MVPCS annually prepares and submits the following reports to the District and the County Superintendent of Schools:

- On or before July 1, a preliminary budget.
- On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of MVPCS's annual, independent financial audit report for the preceding fiscal year is delivered to the District, the State Controller, California Department of Education and County Superintendent of Schools.
- On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- On or before September 15, a final unaudited report for the full prior year. The report submitted to the District includes an annual statement of all MVPCS's receipts and expenditures for the preceding fiscal year.
- Any additional financial or other reporting requirements will be agreed upon mutually, by both parties, annually on or before July 1.

C. Insurance

MVPCS acquired and financed 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 MVPCS's insurer. The District is named as an additional insured on all policies of MVPCS.

D. Administrative Services

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

MVPCS will 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.

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

As MVPCS is a non-classroom based/independent study charter school, the District and MVPCS understand and agree that MVPCS may serve students throughout Los Angeles County and adjacent counties in accordance with Education Code Section 51747.3. As such, MVPCS utilizes resource centers and shall locate resource centers within the District and in adjacent counties per Education Code Sections 47605, and 47605.1(c) to facilitate its independent study program and offer services to students including, but not limited to, testing, tutoring, small group sessions, and teacher-student meetings.

MVPCS affirms that its resource centers are (1) used exclusively for the educational support of students who are enrolled in MVPCS' nonclassroom-based independent study program, and (2) MVPCS provides its primary educational services in, and a majority of the pupils it serves are residents of, Los Angeles County.

Current Locations:

26334 Citrus Street Valencia, CA 91355	24909 Newhall Avenue Santa Clarita, CA 91321	12510 Van Nuys Boulevard* Pacoima, CA 91331
14355 Roscoe Boulevard* Panorama City, CA 91402	411 South Brand Avenue* San Fernando, CA 91340	11844 Glenoaks Boulevard* San Fernando, CA 91340

*On March 9, 2017, the State Board of Education ("SBE") adopted a policy on the waiver of state law governing the geographic boundary requirements for nonclassroom-based charter schools. Under this waiver policy, MVPCS will be requesting a waiver for its resource center facilities by requesting the District governing board approve and submit such waiver request to the SBE for approval. The waiver policy, among other things, gives MVPCS until June 30, 2018 to develop and implement a transition plan to come into compliance with the recent Third District Court of Appeals ruling in *Anderson Union High School District v. Shasta Secondary Home School*. More information on the waiver policy may be found on the SBE website at:

<http://www.cde.ca.gov/re/lr/wr/waiverpolicies.asp>.

Locations where Workforce Investment partnerships may be served by the Charter School include but are not limited to: San Fernando, Panorama City, Pacoima, Santa Clarita and Valencia. Since some of the locations are mobile locations utilizing specially equipped trailers, physical addresses of planned operations services will be provided to the District in a document to be developed by the District and MVPCS and updated as necessary.

The District and MVPCS understand and agree that the addition of facilities shall only occur with prior approval of the District Board, which shall occur no later than the next regularly scheduled Board meeting following MVPCS' written request provided the request is timely for agenda posting purposes, and which shall not be unreasonably withheld.

F. Transportation

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

G. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. 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 the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School agrees to indemnify the District against civil liability claims arising from the Charter School's actions or inactions under the charter.

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

***Charter for the renewal of Mission View Public Charter School:
A Non-Profit Public Benefit Corporation***

Whereas the William S. Hart Union School District received a valid charter petition on _____, 2017, submitted pursuant to Education Code Sections 47605 and 47607, and

Whereas the William S. Hart Union School District, after holding a public hearing on _____, 2017 and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter renewal petition, and be it

***Resolved** that William S. Hart Union School District hereby approves and grants this charter petition by a vote of _____ to _____ on _____, 2017, for a five (5) year term commencing on July 1, 2017 and expiring on June 30, 2022.*

***Be it further resolved** that this charter renewal petition constitutes a binding contract upon the William S. Hart Union School District and Mission View Public Charter School.*

Witnessed:

William S. Hart Union School District

By: _____
Board President

Its: _____
Superintendent