

**Authorizer:** William S. Hart Union School District  
**Charter School:** Mission View Public Charter School (a designated ASAM school)  
**Total Resources Centers Impacted:** Four

1. For each resource center subject to the waiver request, submit the address of each center, school district in which each center is located, date each resource center was established, and the number of students attending each center.

**Resource center**

Address	12510 Van Nuys Blvd., Pacoima, CA 91331
School District(s) of location	Los Angeles Unified School District
Established date	November 2010
Total staff impacted	17
Total annual students served impacted (est.)	340
Average student age	18.1 years old
Average credit deficient (at time of enrollment)	83 credits (More than one full school year behind)

**Student demographics**

Category	Resource Center %	School District of Location %
Socio-Economically Disadvantaged	86%	81%
EL/RFEP	73%	51%
SPED	22%	13%

The resource center is an ASAM program that 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 18.1 years old. A typical student is approximately 83 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.

2. For each resource center subject to the waiver request, discussion of the need for the waiver.

The resource center offers a non-classroom based Personalized Learning program that is tailored to the needs and interest of each student through an emphasis in 1:1 student-teacher interaction. 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. This cycle often leads to deficient self-esteem which in turn 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 and disconnected to the regular school setting. To overcome these obstacles, the resource center offers flexible, individualized instruction in conjunction with a curriculum specifically designed to better meet the needs of the individual student's learning level. The resource center consists of a highly qualified staff who understand the needs of the centers population and offer programs designed to meet the needs of the students in the surrounding areas. Outlined below are the resource center staff positions and specialized programs offered to meet their student's needs.

### **Resource Center Instructional Support Staff**

#### **Full-Time**

- Certificated Teachers
- Special Education Teachers
- Counselors
- Tutors
- Student Relation Technicians
- Special Education Paraprofessionals

#### **Part-Time**

- School Psychologist
- Student Relations Mangers
- Registrars
- Student Retention Support Specialist
- Principal
- Assistant Principal
- Learning Center Coordinator
- Community Liaison
- English Learner and Special Education Clerks
- Administrative Assistant

### **Resource Center Specific Programs**

- Youth Policy Institute/ WIOA partnership
- Get Lit – Words Ignite
- Special Ed services to students with 504 and IEPs
- EL Instruction and custom curriculum
- Speech and Language services
- Free counseling
- Mental health services
- Free eye glasses
- Daily Snacks/Food
- Computer and internet access
- Job placement assistance
- Free tutoring
- Reading program
- Professional Skills
- Sports – Soccer

- Academic Exploration and NWEA MAP assessments
- Edge Program to help students improve English skills
- ELD or Edge curriculum provided based on CEDLT level and courses
- Read 180 program
- Edmentum Plato Courses
- Student Leadership

Our over age and under credited students have few options to achieve high school graduation, and disrupting their personal commitment to re-engage in school and earn a high school diploma would be a disservice to this most needy and underserved population. Stability is essential in supporting their successful trajectory towards graduation and into work or college.

For every student recovered and graduated, society benefits in increased tax contributions, decreased public health expenditures, reduced criminal activity and reduced dependency on Welfare.

In addition to the impact on students being displaced, the staff's loss of employment will result in a \$1.1 million annual loss of income affecting the local community. The resource center also has long term financial obligations of \$600,000 which may impact the charter school's overall ability to remain financially solvent. The long term financial obligations and community impact related to the resource center is approximately \$1.7 million.

Due to the mid-year timing of the 3<sup>rd</sup> Districts decision, the waiver is necessary to allow the charter school the appropriate amount of time to transition the resource center to comply with the decision in order to avoid disruption to the educational program for our high-risk student population, loss of economic growth to our local communities as a result of our graduation of a predominantly drop-out population, and loss of jobs of our resource center staff and financial hardship to the charter school.

The flexibility of the waiver is critical to our students, staff and local community and sincerely appreciated.

1. For each resource center subject to the waiver request, submit the address of each center, school district in which each center is located, date each resource center was established, and the number of students attending each center.

**Resource center**

Address	14355 Roscoe Blvd, Panorama City, CA 91402
School District(s) of location	Los Angeles Unified School District
Established date	March 2014
Total staff impacted	42
Total annual students served impacted (est.)	750
Average student age	17.9 years old
Average credit deficient (at time of enrollment)	79 credits (More than one full school year behind)

**Student demographics**

Category	Resource Center %	School District of Location %
Socio-Economically Disadvantaged	88%	81%
EL/RFEP	72%	51%
SPED	20%	13%

The resource center is an ASAM program that 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 17.9 years old. A typical student is approximately 79 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.

2. For each resource center subject to the waiver request, discussion of the need for the waiver.

The resource center offers a non-classroom based Personalized Learning program that is tailored to the needs and interest of each student through an emphasis in 1:1 student-teacher interaction. 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. This cycle often leads to deficient self-esteem which in turn 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 and disconnected to the regular school setting. To overcome these obstacles, the resource center offers flexible, individualized instruction in conjunction with a curriculum specifically designed to better meet the needs of the individual student's learning level. The resource center consists of a highly qualified staff who understand the needs of the centers population and offer programs designed to meet the needs of the

students in the surrounding areas. Outlined below are the resource center staff positions and specialized programs offered to meet their student's needs.

### **Resource Center Instructional Support Staff**

#### **Full-Time**

- Certificated Teachers
- Special Education Teachers
- Counselors
- Tutors
- Student Relation Technicians
- Student Retention Support Specialist
- Special Education Paraprofessionals

#### **Part-Time**

- School Psychologist
- Student Relations Mangers
- Registrars
- Principal
- Assistant Principal
- Learning Center Coordinator
- Community Liaison
- English Learner and Special Education Clerks
- Administrative Assistant

### **Resource Center Specific Programs**

- Youth Policy Institute/ WIOA partnership
- Cisco Lab Career Technical Education
- Get Lit – Words Ignite
- Special Ed services to students with 504 and IEPs
- EL Instruction and custom curriculum
- Speech and Language services
- Free counseling
- Mental health services
- Free eye glasses
- Daily Snacks/Food
- Computer and internet access
- Job placement assistance
- Free tutoring
- Reading program
- Professional Skills
- Sports – Soccer
- Academic Exploration and NWEA MAP assessments
- Edge Program to help students improve English skills
- ELD or Edge curriculum provided based on CEDLT level and courses
- Read 180 program
- Edmentum Plato Courses

- Student Leadership
- Drama Club

Our over age and under credited students have few options to achieve high school graduation, and disrupting their personal commitment to re-engage in school and earn a high school diploma would be a disservice to this most needy and underserved population. Stability is essential in supporting their successful trajectory towards graduation and into work or college.

For every student recovered and graduated, society benefits in increased tax contributions, decreased public health expenditures, reduced criminal activity and reduced dependency on Welfare.

In addition to the impact on students being displaced, the staff's loss of employment will result in a \$2.8 million annual loss of income affecting the local community. The resource center also has long term financial obligations of \$600,000 which may impact the charter school's overall ability to remain financially solvent. The long term financial obligations and community impact related to the resource center is approximately \$3.4 million.

Due to the mid-year timing of the 3<sup>rd</sup> Districts decision, the waiver is necessary to allow the charter school the appropriate amount of time to transition the resource center to comply with the decision in order to avoid disruption to the educational program for our high-risk student population, loss of economic growth to our local communities as a result of our graduation of a predominantly drop-out population, and loss of jobs of our resource center staff and financial hardship to the charter school.

The flexibility of the waiver is critical to our students, staff and local community and sincerely appreciated.

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**Resource center**

Address	411 S. Brand Avenue, San Fernando, CA 91340
School District(s) of location	Los Angeles Unified School District
Established date	May 2015
Total staff impacted	15
Total annual students served impacted (est.)	175
Average student age	17.8 years old
Average credit deficient (at time of enrollment)	78 credits (More than one full school year behind)

**Student demographics**

Category	Resource Center %	School District of Location %
Socio-Economically Disadvantaged	82%	81%
EL/RFEP	64%	51%
SPED	19%	13%

The resource center is an ASAM program that 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 17.8 years old. A typical student is approximately 78 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.

2. For each resource center subject to the waiver request, discussion of the need for the waiver.

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### **Resource Center Instructional Support Staff**

#### **Full-Time**

- Certificated Teachers
- Special Education Teachers
- Counselors
- Tutors
- Student Relation Technicians
- Special Education Paraprofessionals

#### **Part-Time**

- School Psychologist
- Student Relations Mangers
- Registrars
- Student Retention Support Specialist
- Principal
- Assistant Principal
- Learning Center Coordinator
- Community Liaison
- English Learner and Special Education Clerks
- Administrative Assistant

### **Resource Center Specific Programs**

- Youth Policy Institute/ WIOA partnership
- Get Lit – Words Ignite
- Special Ed services to students with 504 and IEPs
- EL Instruction and custom curriculum
- Speech and Language services
- Free counseling
- Mental health services
- Free eye glasses
- Daily Snacks/Food
- Computer and internet access
- Job placement assistance
- Free tutoring
- Reading program
- Professional Skills
- Sports – Soccer
- Academic Exploration and NWEA MAP assessments
- Edge Program to help students improve English skills
- ELD or Edge curriculum provided based on CEDLT level and courses
- Read 180 program
- Edmentum Plato Courses
- Student Leadership



Our over age and under credited students have few options to achieve high school graduation, and disrupting their personal commitment to re-engage in school and earn a high school diploma would be a disservice to this most needy and underserved population. Stability is essential in supporting their successful trajectory towards graduation and into work or college.

For every student recovered and graduated, society benefits in increased tax contributions, decreased public health expenditures, reduced criminal activity and reduced dependency on Welfare.

In addition to the impact on students being displaced, the staff's loss of employment will result in a \$1.0 million annual loss of income affecting the local community. The resource center also has long term financial obligations of \$1.04 million which may impact the charter school's overall ability to remain financially solvent. The long term financial obligations and community impact related to the resource center is approximately \$2.04 million.

Due to the mid-year timing of the 3<sup>rd</sup> Districts decision, the waiver is necessary to allow the charter school the appropriate amount of time to transition the resource center to comply with the decision in order to avoid disruption to the educational program for our high-risk student population, loss of economic growth to our local communities as a result of our graduation of a predominantly drop-out population, and loss of jobs of our resource center staff and financial hardship to the charter school.

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**Resource center**

Address	11844 Glenoaks Blvd., San Fernando, CA 91340
School District(s) of location	Los Angeles Unified School District
Established date	January 2014
Total staff impacted	10
Total annual students served impacted (est.)	200
Average student age	19.8 years old
Average credit deficient (at time of enrollment)	87 credits (More than one full school year behind)

**Student demographics**

Category	Resource Center %	School District of Location %
Socio-Economically Disadvantaged	84%	81%
EL/RFEP	68%	51%
SPED	14%	13%

The resource center is an ASAM program that 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 19.8 years old. A typical student is approximately 87 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.

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The resource center offers a non-classroom based Personalized Learning program that is tailored to the needs and interest of each student through an emphasis in 1:1 student-teacher interaction. 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. This cycle often leads to deficient self-esteem which in turn 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 and disconnected to the regular school setting. To overcome these obstacles, the resource center offers flexible, individualized instruction in conjunction with a curriculum specifically designed to better meet the needs of the individual student's learning level. The resource center consists of a highly qualified staff who understand the needs of the centers population and offer programs designed to meet the needs of the

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### **Resource Center Instructional Support Staff**

#### **Full-Time**

- Certificated Teachers
- Special Education Teachers
- Tutors
- Student Relation Technicians
- Special Education Paraprofessionals

#### **Part-Time**

- Counselors
- School Psychologist
- Student Relations Mangers
- Registrars
- Student Retention Support Specialist
- Principal
- Assistant Principal
- Learning Center Coordinator
- Community Liaison
- English Learner and Special Education Clerks
- Administrative Assistant

### **Resource Center Specific Programs**

- Youth Policy Institute/ WIOA partnership
- Get Lit – Words Ignite
- Special Ed services to students with 504 and IEPs
- EL Instruction and custom curriculum
- Speech and Language services
- Free counseling
- Mental health services
- Free eye glasses
- Daily Snacks/Food
- Computer and internet access
- Job placement assistance
- Free tutoring
- Reading program
- Professional Skills
- Sports – Soccer
- Academic Exploration and NWEA MAP assessments
- Edge Program to help students improve English skills
- ELD or Edge curriculum provided based on CEDLT level and courses
- Read 180 program
- Edmentum Plato Courses
- Student Leadership

Our over age and under credited students have few options to achieve high school graduation, and disrupting their personal commitment to re-engage in school and earn a high school diploma would be a disservice to this most needy and underserved population. Stability is essential in supporting their successful trajectory towards graduation and into work or college.

For every student recovered and graduated, society benefits in increased tax contributions, decreased public health expenditures, reduced criminal activity and reduced dependency on Welfare.

In addition to the impact on students being displaced, the staff's loss of employment will result in a \$730,000 annual loss of income affecting the local community. The resource center also has long term financial obligations of \$200,000 which may impact the charter school's overall ability to remain financially solvent. The long term financial obligations and community impact related to the resource center is approximately \$930,000.

Due to the mid-year timing of the 3<sup>rd</sup> Districts decision, the waiver is necessary to allow the charter school the appropriate amount of time to transition the resource center to comply with the decision in order to avoid disruption to the educational program for our high-risk student population, loss of economic growth to our local communities as a result of our graduation of a predominantly drop-out population, and loss of jobs of our resource center staff and financial hardship to the charter school.

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