



**Navigator Schools Charter Petition**  
*for*



**A CALIFORNIA PUBLIC CHARTER SCHOOL**

For the Charter Term July 1, 2015 through June 30, 2020

**Founders:**

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## CHARTER BRIEFING PAGE

**Name of Organization Applying for Charter:** Navigator Schools

**Grades Served:** Kindergarten through Eighth Grades (opening with K – 3)

**Number of Students:** 240 students in Year 1 / Up to 540 students at full capacity

**Proposed Location:** Morgan Hill

**Proposed Facility Location:** Morgan Hill Unified School District

**Navigator Schools Board of Directors:**

- **BJ Sheid**, Network Technician
- **Ericka Davis**, Accountant
- **James Gargiulo**, Accountant, Founder
- **Ray Blanchard**, Small Business Owner, Parent
- **Brett Mosher**, Business Consultant

Other Board members to be recruited who have experience in school finance, community outreach, governance and/or education law.

## AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Paul Nadeau, hereby certify that the information submitted in this petition for a California public charter school to be named Morgan Hill Prep School (“MHPS” or the “Charter School”), to be operated by Navigator Schools (“Navigator”), and to be located within the boundaries of the Morgan Hill Unified School District (“MHUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- MHPS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Navigator Schools shall be deemed the exclusive public school employer of the employees of MHPS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- MHPS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- MHPS shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- MHPS shall admit all students who wish to attend MHPS, and who submit a timely application, unless MHPS receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to MHPS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of MHPS in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- MHPS shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.5 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- MHPS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- MHPS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Navigator Schools shall ensure that MHPS teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- MHPS shall at all times maintain all necessary and appropriate insurance coverage.

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- MHPS 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 MHPS without graduating or completing the school year for any reason, MHPS shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
  - MHPS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
  - MHPS shall, on a regular basis, consult with its parents and teachers regarding its educational programs. [Ref. Education Code Section 47605(c)]
  - MHPS shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
  - MHPS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
  - MHPS shall comply with all applicable portions of the Elementary and Secondary Education Act.
  - MHPS shall comply with the Ralph M. Brown Act.
  - MHPS shall comply with the Public Records Act.
  - MHPS shall comply with the Family Educational Rights and Privacy Act.
  - MHPS shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



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## INTRODUCTION AND FOUNDING GROUP

Navigator Schools is pleased to submit this charter school petition to replicate the success of the two charter schools it currently operates, Gilroy Prep School (“GPS”), located in Gilroy, and Hollister Prep School (“HPS”), located in Hollister. In the process of developing this charter petition, the petitioners held numerous meetings with local families and community leaders in Morgan Hill, studied the need for a charter school program like MHPS in Morgan Hill, and collected signatures from parents “meaningfully interested” in enrolling their children in the proposed school, and from teachers who are “meaningfully interested” in teaching at the Charter School.

### **Navigator Schools Background**

After teaching for many years as a speech therapist and special education teacher, Sharon Waller, along with James Dent, who taught various grades and worked as a principal, attempted to effectively change their schools to ensure that students best learn. Additionally, Waller and Dent believed the special education model that is found in traditional public schools was labeling too many students as having learning disabilities when in actuality the issue was a failure of being taught to read, write and perform math using effective teaching methodologies. They became frustrated with how long reform measures took in the larger system, and most importantly, the large numbers of Hispanic and African American students who were graduating from high school with extremely poor reading, math and writing skills.

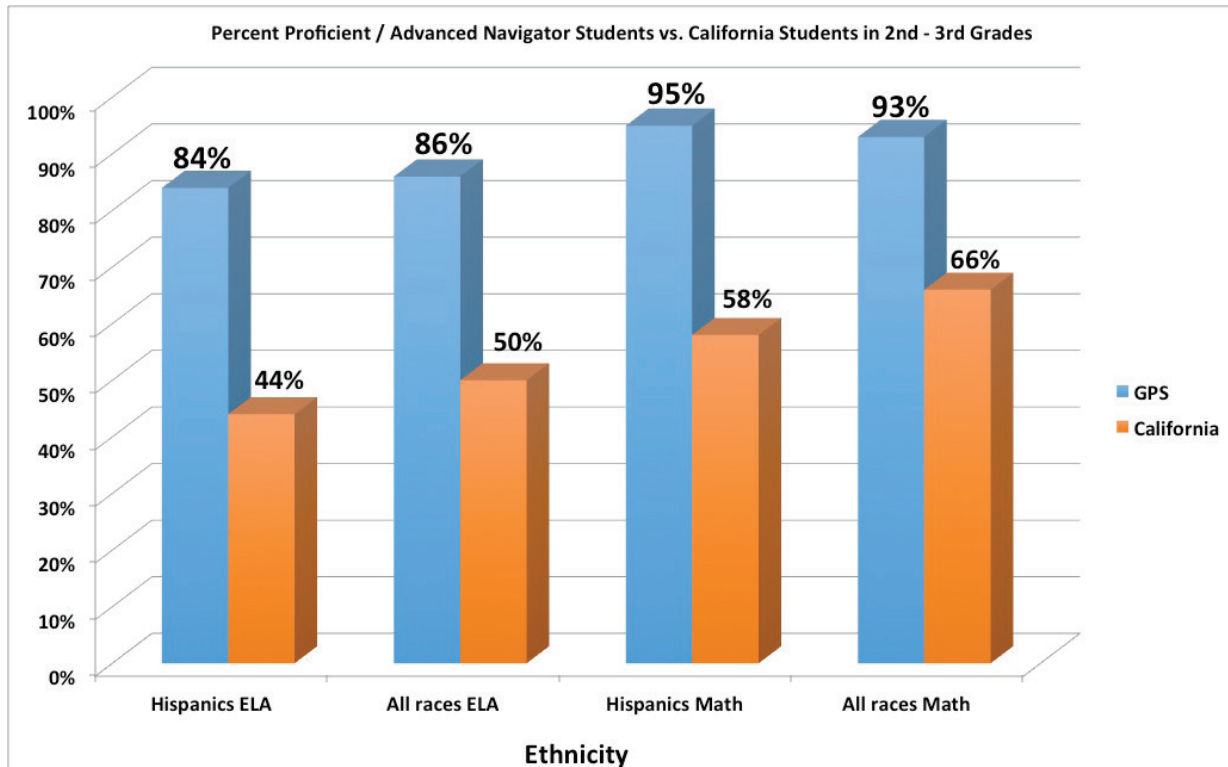
In 2004, Waller, Dent and a few other interested educators began a dedicated study of high performing charter schools in the state of California and beyond. They were inspired by the successes achieved by the KIPP schools with typically under-performing children and felt strongly that they could produce similar results with children in their local schools. Throughout the next several years the team visited numerous charter schools and private schools including KIPP Heartwood Academy in San Jose, Sixth Street Prep in Victorville, Morningside Academy in Seattle, Washington, Rocketship Schools in San Jose and Pacific Collegiate School in Santa Cruz. In 2014, they visited the highest performing charter schools in the states of Rhode Island, New York and Massachusetts. Furthering their learning, the team continues to read books and articles that describe how successful schools operate, and they attend trainings and charter school conferences to learn the most effective instructional practices from the present and the past.

In 2010, an optimistic team of parents, teachers, and community members formed a committee with the intention of creating a replicable, high performing, and fiscally sound charter school in Gilroy, California. Following the guidelines set forth in the California Charter Schools Act, they wrote a petition and garnered support in the community of Gilroy by meeting with community leaders, Gilroy Unified School District (“GUSD”) staff and board members, parent groups, preschools, parishes and community organizations. The petition was presented to the GUSD Board of Trustees in September of 2010. With foresight, the GUSD Board of Trustees realized the benefits of authorizing a model school in their district and proved their commitment to student success by voting unanimously to approve the Gilroy Prep School petition in October of 2010. Gilroy Prep School opened with grades K-2 in August of 2011. After the first year of operation GPS had:

- Achieved an API of 978 with no achievement gap. In 2013, the school scored 942 on the API
- Implemented and systematized teaching strategies that drew visitors from dozens of other schools and districts
- Retained 95% of the staff
- Provided bonuses to all staff
- Offered an extended school year

- Received accolades from parents, the GUSD Board of Trustees, Rotary Club, staff from other districts, the local newspapers, the Editorial Board of the Gilroy Dispatch, and other charter school leaders from surrounding counties.

The greatest accomplishment of GPS has been the elimination of the achievement gap. The chart below shows the success of Hispanic students at GPS compared to the state of California’s average.



The original Gilroy Prep School Board of Directors has successfully launched and guided the conversion into Navigator Schools, a Charter Management Organization. The mission of Navigator Schools is to create positive change in the overall public school system by opening several more charter schools in the next five years. The Navigator Schools Board intends to open additional charter schools that will become training sites for teachers and school leaders in their authorizing school districts. The Board is committed to having Navigator Schools become the highest performing schools in their respective school districts, with no achievement gap. The Board has also pledged to develop an excellent leadership training program for all Navigator Schools’ staff. The Board has incorporated additional time at every regular board meeting to engage in strategic planning to ensure the continued excellence of Navigator Schools.

Navigator Schools would like to thank all of the visionaries and pathfinders who came before us to inspire us. We would have never begun this journey without your example. We would also like to express our profound appreciation to those who have come beside us to guide us, offer instruction, wisdom, redirection or even correction when needed. Finally we would like to most gratefully and humbly acknowledge those people who have become our biggest supporters and champions. These people realize that for our nation to be great in the world, our children must receive a superior education. Our children are our future and are worth every effort we put forth to teach them at the highest level.

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## **Founding Members / Advisors**

**Sharon Waller** holds a Masters Degree in Special Education from San Jose State University and Bachelors degree in Speech Pathology and Audiology from San Jose State. She holds a Clinical Rehabilitation Credential and a Resource Specialist Certificate. Sharon has over 25 years of experience working in the field of education. She has held a wide range of teaching and coordinating positions including Speech Pathologist, Special Day class teacher, Resource Specialist, coordinator of after school programs and co-coordinator of Summer School. She has been employed as a Speech Pathologist in GUSD, as well as one of the Teacher Liasons in Power School, an after school program GUSD offered, for two years. Prior to coming to Navigator Schools, Sharon taught in Aromas/San Juan Unified School District (ASJUSD) in the preschool, K-8<sup>th</sup> grade schools and the high school for 15 years as a Resource Specialist and Speech Pathologist. During her years as a Special Education teacher in ASJUSD, Sharon was involved in various committees, co-coordinated a summer school program and an after school program. She was involved in the creation of team teaching models and the implementation of full-inclusion for special needs students at the new high school in the district, Anzar High School.

Sharon has received extensive training in special education law, implementation of effective programs and strategies for all students and has investigated and implemented effective curriculum and standards-based materials for students.

Sharon has given workshops for staff, students, parents, and community members in areas including support, strategies for helping students at home and on the use of Response to Intervention to increase student success and reduce referrals to special education. Sharon has volunteered in various community-based programs over the past 22 years, while her 3 children were growing up.

Sharon has studied the charter movement for the past 10 years and has visited several schools in California and Washington, including Pacific Collegiate, KIPP academy in San Jose, Sixth Street Prep in Victorville and Morningside Academy in Seattle. She has attended charter school conferences and understands the benefits, complexities and politics that charter schools bring to districts.

**Karen Humber** holds a Masters degree in Special Education and a Bachelors degree in Liberal Studies from the University of the Pacific. She possesses multiple certifications that enable her to serve students in both the general and special education population. Namely, Karen has her Multiple Subject and Learning Handicapped credentials, along with a Resource Specialist certificate. Karen has 30 years of teaching experience. For the past 25 years, she has taught special day class and worked as a resource specialist in Gilroy at the elementary, middle, and high school level. Prior to her experiences in Gilroy, she taught in Hollister, San Jose, and Portland, Oregon.

Karen's background provides her specialized training to address specific learning needs of all children. She has been instructed in and currently utilizes Lindamood Bell techniques that improve basic reading and reading comprehension skills. She also participated in the All Kinds Of Minds /Schools Attuned Program based on the teachings of Mel Levine, M.D.

Currently, Karen works as the resource specialist at an elementary school. In addition to directly serving students, her duties include conducting and coordinating school wide progress monitoring assessments, facilitating Student Study Team meetings to address student's academic and behavior needs, training and consulting with general education team members on differentiated instruction strategies, and implementing Response to Intervention processes and procedures.

Outside of the classroom she has served as Gilroy's Area Coordinator for the local chapter of Operation Interdependence by facilitating the community's support of our U.S. Troops overseas.

## **Educational Services**

**James Dent** has his MA in Administration from San Jose State University and a Bachelor's degree in Education from University of Santa Barbara. James is the current Executive Director of Navigator Schools and was the principal of Eliot Elementary in GUSD for four years. He is bilingual. He has been involved in educational reform and innovation since he started teaching in 1993. James began his career as a high school teacher and coach, then began work at Aromas Elementary where he taught 4<sup>th</sup> and 6<sup>th</sup> grade and then became the Title I coordinator. James was instrumental in designing and fundraising for a new computer lab and instituting Reading Counts and Saxon Math at the school. He created a successful after school program and became the Summer School Principal for two years.

James was a Vice Principal in a Watsonville school and gained a great deal of administrative knowledge.

James has a wide range of experience with leadership, educational policy and budgets. James has additionally taken on tasks to help other GUSD leaders with their schools' technology plans.

James instituted many of Sixth Street Prep's strategies at Eliot, as well as some of the fundamental KIPP components. At Eliot, he saw a significant gain in overall achievement of the students during his four years.

James is the father of six beautiful children and enjoys sports and outdoor activities.

**Kristyn Corley** holds a Masters degree in School Psychology from Texas State University and a Bachelors degree in Psychology from University of Texas in Austin. During her undergraduate work, she conducted research investigating children's beliefs about discipline and the effects of anxiety disorders in the college age population. As a graduate student, she co-authored, "The al Experience of Raising a Child with Asperger's Disorder," published in Educational Psychology in Practice. This work was also presented at the 11<sup>th</sup> Annual American Psychological Association conference held in New Orleans. In addition, she worked with a task force to produce a National Association of School Psychologist training module on effective preschool interventions.

Kristyn is a Nationally Certified School Psychologist and currently holds a credential in Pupil Personnel Services in School Psychology. She has been working in the field of education for 5 years. During the first 6 months of her career, she worked at the juvenile probation department providing mental health assessment and group therapy. Three of those years were spent working as a school psychologist at a variety of levels at elementary, middle, and high schools in Austin, Texas.

Kristyn is currently employed as a school psychologist in the Salinas City School District. She has provided both site and district level trainings in a variety of areas, such as implementation of Response to Intervention, effective behavior management techniques, and the role of assessment in special education. Her current duties include oversight of special education operations at two elementary schools and monitoring of students with significant needs attending non-public schools. In addition, she assists with the implementation of the McKinney Vento grant, which aims to ensure educational rights and protections for children experiencing homelessness

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## **Finance**

**James Gargiulo** is an accomplished Accounting Manager with thirteen years of experience related to Accounting, Payroll, Accounts Payable, and Accounts Receivable. After earning his Bachelor of Science degree in Business Administration (Finance) from Oklahoma State University, James spent four years in the U.S. Army working in military payroll. From that point, he spent the next six years working for Fortune 500 companies AT&T and Anheuser-Busch. After moving to the area, James worked for a local Ag company.

Currently James was employed at Chartwell School in Seaside for several years. In this position, he was the Accounting Manager reporting directly to the Chief Business Officer. His responsibilities include preparing the annual budget, preparing the monthly financials, and reviewing all transactions posted in the accounting system.

Throughout his Accounting career, James has consistently moved into positions of increasing responsibility. He maintains the core values he learned in the Army and believes that leadership and effective communication is the keys to a successful operation.

James has been a resident of Gilroy for six years with his wife and two boys.

## **Resources & Website**

**Paul Nadeau** is the Technical Services Administrator and Facilities Manager for Pivot Interiors. As the Technical Services Administrator, Paul manages the daily technical needs of this 4- location company, supporting over 125 end users and 4 data centers. As the Facilities Manager, he maintains 3 showrooms and an operational facility for Pivot Interiors. Paul holds a BS degree from the University of San Francisco in the Management of Information Systems. He also has 20 years experience with FedEx Corporation as an Operations Manager. Paul has experience in deploying VOIP solutions, mobile communication servers (RIM Blackberry), network management servers, as well as providing desktop support solutions and hardware lifecycle management. His experience in planning and deploying IT infrastructures makes him a valuable resource in today's IT marketplace. From managing the operational budget of a 230-person operation at FedEx to overseeing the tenant improvements and facility requirements at Pivot Interiors, Paul has the ability to create and maintain sophisticated work environments. Paul Nadeau is a husband and the father of two boys in Gilroy, California. He is actively engaged in his community and participates in his children's school. Paul also enjoys cycling, taking pictures and is currently having fun teaching his son to ride a bike and use a computer.

## **Advisor/Educational Research**

**Linda Mikels** has been an educator for nearly 30 years. She has taught most grades K through college and has served in three school districts as School Administrator, Principal and as Director of Curriculum. Linda received her BA degree in Spanish from Wheaton College, her MA in Curriculum and Instruction from Chapman University, and her Administrative Services Credential from Redlands University.

As Principal of Sixth Street Prep School, Linda led the school to 5 Title I Academic Achievement Awards, 3 California Business for Academic Excellence Star School Awards, the California Distinguished Schools Award and the prestigious National Blue Ribbon Award. In 2005 Lance Itzumi highlighted Sixth Street Prep in the book *Free to Learn*.

Sixth Street Prep hosts hundreds of visitors from all over the country and as a demonstration school provides staff development for teachers and administrators all over California.

Linda and her diverse, high poverty school have also been featured in many local and national publications for their unprecedented achievement.

She was named the Daily Press Person of the Year for 2009 and received the 2010 Distinguished Service Award from her community. Currently, Linda is expanding her influence on classroom pedagogy as an Educational Consultant for Turning Technologies.

### **Advisor/Health and Safety**

**Debbie Moore** retired as a Police Captain from Gilroy Police Department in December 2008; having served twenty-nine years in law enforcement career. Command positions included: Patrol, Investigations, Anti-Crime Team (Gang Investigations), Neighborhood Resource Unit (includes School Resource Officers/D.A.R.E. Program), and Communications Unit. Command Staff oversight of Field Training Officers' program; and mentoring of staff. Completed and successfully graduated from San Jose State University's Teaching Credential program in June 2010, and obtained Preliminary Multiple Subject Teaching Credential (with CLAD). I am interested and supportive of the new charter school MHPS!

### **Advisor/Educational Policy**

**Lisa Diamond** has her multiple subject teaching credential from California State Monterey Bay. She is currently a coordinator of the after school program in Pesaro Valley Unified School District and is currently working on her Administrative Credential from San Jose State University.

Lisa has worked as a substitute teacher for the past 10 years at the elementary and high school levels in Santa Cruz and San Benito County. Lisa has been a Summer School Principal for Pesaro Valley School District for the past two years and has extensive background in organizing programs, working with budgets, data management, data collection and use of data to inform instruction. Lisa was instrumental in organizing intervention programs for her elementary school and in providing training for teachers in the use of direct instruction materials.

Lisa has an interest in education policy as it relates to student achievement and has studied the charter movement for several years. Lisa has visited several charter schools and is current on educational policies as they relate to budget and finance.

Lisa has had a variety of careers including that of a radiologist and an organizer of fundraisers.

### **Advisor/Document Review**

**California Charter Schools Association** is a non-profit organization designed to train groups and individuals in the Charter law, charter school design and to offer council to those interested in starting charter schools in California.

### **Advisor/Legal**

**Jeff Hancock** is an attorney practicing in Watsonville. He is also an Aromas/San Juan School Board member for the past 6 years and has extensive knowledge and experience in school policy, budget development and law.

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## **Additional Project Advisors**

- **Paige Cisewski**, Principal of Charter School Morgan Hill
- **Shara Hegde**, Principal of Cornerstone Academy Charter School
- **Steve Kinsella**, president of Gavilan College
- **Steve Staloch**, publisher of Gilroy Dispatch and Hollister Freelance
- **Jack Foley**, grant writer for Rebekah’s Children’s Center
- **Heather Parsons**, teacher from Eliot Elementary in GUSD
- **Sondra Cole**, director of Anchor Point Christian School
- **Chino Pisces**, advertising web designer for Gilroy Dispatch
- **Gary Walton**, property developer in Gilroy and Morgan Hill
- **Holly Manson**, retired teacher, GUSD
- **Mark Foley**, former student GUSD Board Representative, College student
- **Kathleen Smith**, educational grant writer and Master’s candidate in public relations

## **Consultants**

Navigator Schools receive legal services from Young, Minney & Corr, LLP (“YMC”). YMC has twenty attorneys who dedicate their practice exclusively to charter school law. The firm’s attorneys provide legal counsel to over half of California’s charter schools as well as to businesses and organizations providing support services to charter schools within the state.

Navigator Schools works with Vicenti, Lloyd and Stutzman LLP for audit and financial services. Since 1953, Vicenti, Lloyd & Stutzman has been a respected authority and proven partner with hundreds of California education agencies – K-12 school districts, county offices of education, private and public colleges and universities, and other nonprofit schools. For more than 15 years, since charter schools were first authorized in California, the VLS Charter School Audit Team has maintained successful, long-term relationships with clients in the California charter school industry. Its dedicated team of CPAs and accounting professionals is knowledgeable, capable, and consistently meets and exceeds client expectations.

## **THE NAVIGATOR SCHOOLS MODEL**

The Navigator Schools model is fundamentally different from many other elementary schools in six important ways, which are defined as the **MHPS Guiding Principles**. At MHPS we are committed to the vision of providing the following to the community that we serve:

### **1. Focus on Common Core State Standards using innovative materials and strategies**

We believe that every child deserves a demanding, Common Core State Standards (“CCSS”)-based education. Additionally, a focus in the early years on literacy and math is a central commonality of high performing schools.

At MHPS, research-proven, scaffolded, comprehensive math and literacy programs based on the CCSS that systematically build basic skills will be utilized to prepare students for more complex learning in successive grades. A relentless focus on mastery of standards, beginning with pre-reading skills in kindergarten, e.g. phonemic awareness, letter-sound mastery, decoding, blending, vocabulary building, and foundations of print, will continue to build until students are competent readers and writers by 3<sup>rd</sup> grade. The Whole Brain Teaching Strategies described below are an innovative way to engage students during instruction of CCSS. In a Whole Brain Teaching classroom students are at 100% attention during teacher-directed lessons. They are expected to respond on cue, much of it chorally. The use of student white boards to demonstrate how a problem is solved is seen throughout all subject areas of a Whole Brain Teaching classroom. The “Prove and Disprove” method of defending a response significantly increases the students’ ability to think critically. Analysis of why an answer is incorrect is as powerful a learning process as the understanding of why an answer is correct. The use of student responders, whiteboards, exit tickets and mini assessments provide teachers with immediate data on which students understand the standard being taught and which students need more practice. The additional tutorial time at the end of the day will be used to re-teach standards until mastery is achieved.

There will be a “no excuses” approach that has been adopted by many of the nation’s top performing charter schools to ensure academic success. We know all students can learn at very high levels and there is no excuse for failure. At the higher grades, students will be required to do extensive independent practice on the target standards in reading, writing and math. Students will be consistently monitored in the area of independent reading through the use of Accelerated Reader software. In grades K-5, students’ nightly homework will generally consist of independent reading and summarizing. Skill practice will be done at school, under the direction of a teacher or a paraprofessional to ensure correct practice through frequent feedback by the adult. Educational software in math and literacy specifically designed to adapt to students’ individual skill levels will be accessed daily by our students.

## **2. Teacher accountability and merit pay based on student performance**

We believe that merit pay, as the budget permits, is an excellent way of rewarding teachers for their students’ academic success. Several recent studies reported in the Washinton Post and supported by the Association for Supervision and Curriculum Development, the National Education Association and the Federal Department of Education have shown that merit pay does have a positive impact on student achievement. MHPS requires its teachers to have a level of commitment to student and a pursuit of excellence in their profession that demands reward.

## **3. Extended school day for all students based on assessment of individual needs for the purpose of remediation or enrichment**

Compared to MHUSD, MHPS students will receive additional instruction. This will ensure CCSS mastery and will ensure that all students can receive enrichment opportunities that may include: access to additional educational software, PE activities, strategy games, gardening, music, art, and drama. Programs will be developed through collaboration with parents and community organizations. The Charter School prioritizes academic success above the enrichment offerings at the end of the day. However, students flex in and out of groups (explained more fully below) and they are very aware of their goals and why they receive certain enrichment classes or additional instruction in skills. Parents are included in the process of determining how additional time is spent and MPHS will ensure that they understand why their students are in enrichment or intervention classes.

## **4. Daily access by students to state of the art of technology, to support both teaching and learning in the classroom**

The technology component of MHPS, as described in the technology section of the charter petition, is multi-faceted and serves a variety of purposes. A significant portion of the start-up budget is dedicated to this area because the Founders of MHPS believe that technology, used well, can dramatically improve student achievement. The



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educational software chosen has the potential of improving students' overall academic achievement as measured on standardized tests. Another benefit to excellent educational software is that it can serve to provide multiple practice opportunities for students in a high ratio setting with a staff member. This would free up additional staff to work with small groups.

### **5. Adjustment of teaching content and methods based on frequent assessments**

MHPS will assess student mastery of CCSS daily in an informal manner, and formally on a six-week unit basis. Students failing to meet proficiency will be re-taught in flexible groups each day in both language arts and mathematics. For students who are significantly behind in basic skills, additional literacy and math blocks will be formed during the extended day to help students achieve grade level skills.

### **6. A school environment that fosters and demands exemplary student behavior**

The founders of MHPS believe that all students can learn to be well-behaved, active learners. For many students, this must be explicitly taught beginning in the lowest grades. Classroom norms and behavior expectations will be consistent throughout the Charter School and a visitor to MHPS will instantly notice the excellent student behavior. The school culture will provide an environment where all students feel safe and respected. We imagine a future for the hundreds of children served by each Navigator School in which they enter high school and can take advantage of advanced classes and go on to attain a four-year college education. We hope to see hundreds of qualified applicants prepared to enter excellent four-year universities by 2024 when our first class of Navigator Schools Kindergarteners graduate from high school.

### **Current Navigator Schools**

Navigator Schools first school, GPS opened in 2011 near downtown Gilroy. Hollister Prep School opened in August of 2013. Navigator Schools intends to expand to eight school sites by 2019. Academic performance at GPS has been exceptional, especially in comparison to overall school district performance, and to neighboring and regional schools. In its first full year of operation (2011-12) GPS:

- Scored 978 on the API
- Eliminated the achievement gap
- EL API of 976
- Socioeconomically disadvantaged API of 968
- Had > 70% of the students score advanced on ELA and mathematics with overall proficiencies at 90% in both subjects
- In 2013, GPS was a 10/10 school on the state rankings.
- Ended the year with an operating income of \$500,000



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## ELEMENT 1 – EDUCATIONAL PROGRAM

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

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

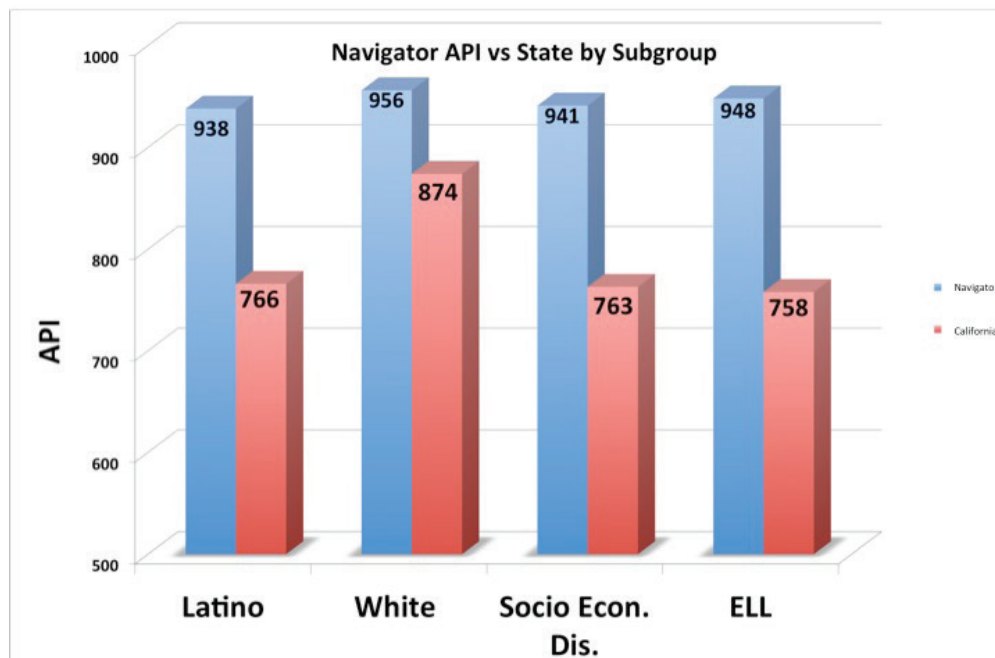
### Mission of MHPS

*The mission of MHPS is to develop students to score proficient or advanced on all relevant assessments and to prepare them to excel in college and the work place by giving them the skills to become self-sufficient, independent, life-long learners.*

### Vision of Navigator Schools

*We will help thousands of schools use Navigator School strategies to increase achievement scores and eliminate the achievement gap.*

At GPS, Navigator Schools is realizing its vision:



In school districts across the country, and California, charter schools have, in fact, proven to be a movement with mixed results. But, at a time when education in America needs every good idea it can get, Navigator sees changing and challenging educational norms as a critical form of child advocacy.

We are not in the business of opening schools. We are on a mission to inspire and educate kids, not just our kids, not just your kids, but all kids, so they are aware of and prepared to take advantage of every opportunity an education can offer them, long beyond their classroom days.

We make one promise: to act with respect, initiative, and good faith with every school district partner, educator, and parent in order to continue our students' record of undeniable achievement to date.

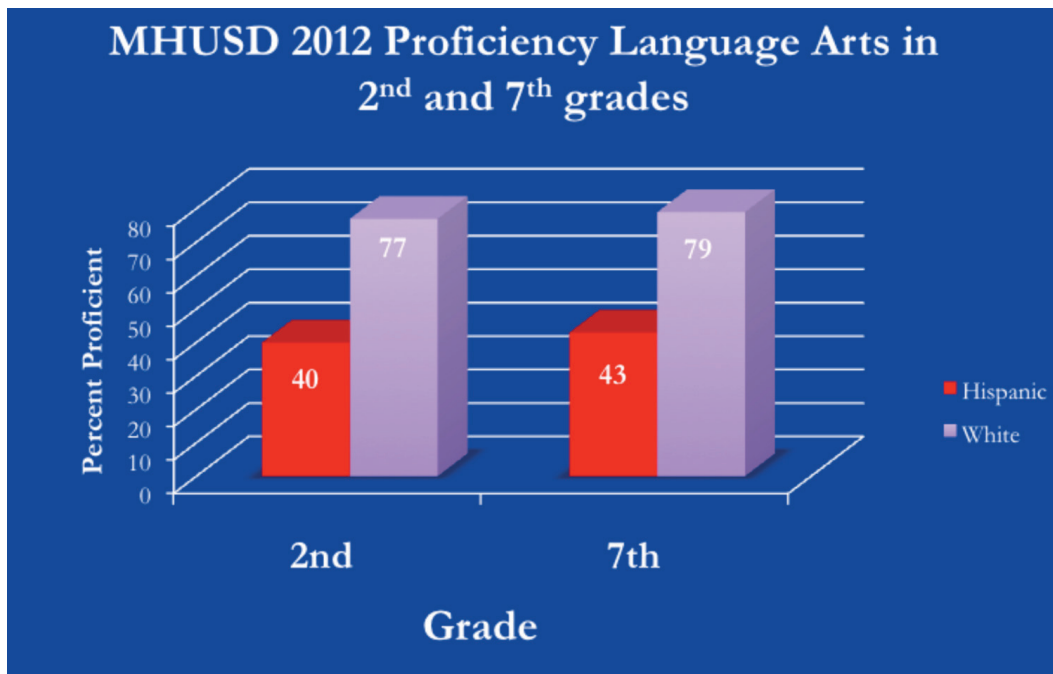
### **Students to be served by MHPS – Target Student Population**

The Charter School will serve students in grades TK-8. If the Charter School receives apportionment for transitional kindergarten, it will offer transitional kindergarten. Transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Students who will have their fifth birthday between September 2<sup>nd</sup> and December 2<sup>nd</sup> will be eligible for TK.

The city of Morgan Hill had a population of over 38,477 as of 2011. Morgan Hill Unified School District had 4,568 2<sup>nd</sup>-8<sup>th</sup> graders who took the CSTs in 2012, according to the California Department of Education website. In these grades, the District had approximately 47% Hispanic or Latino students, 32% White students, and 21% students of other ethnicities. Socioeconomically disadvantaged students accounted for over 40% of the District's students, and approximately 25% of MHUSD students are considered English Learners.

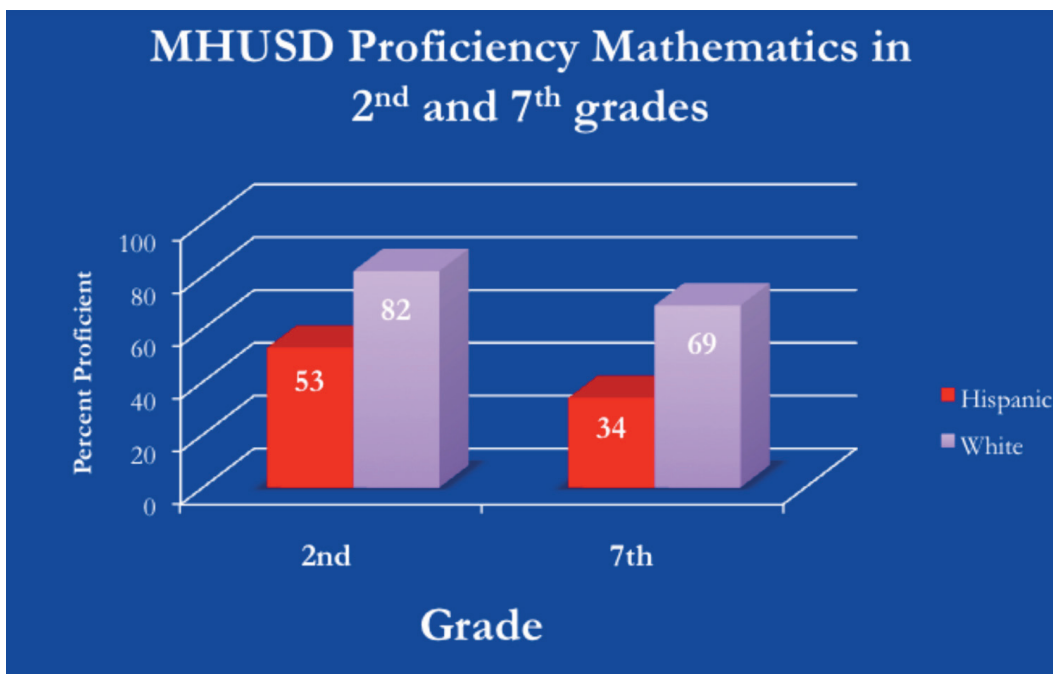
Out of the nine elementary schools in MHUSD, only two (one of which is an independent charter school) met all API growth targets, both schoolwide and for all numerically significant pupil subgroups, in 2013. One of the two middle schools met all growth target areas of the API in 2013. Four of the eight elementary schools operated by MHUSD are in year four or five of Program Improvement, which means that for at least six years they have been unable to achieve all requirements of NCLB and AYP.

Some of the district schools have modestly increased overall academic gains over the past several years, which is a positive sign when compared to some other school districts in California. In Morgan Hill schools, as in many of California's urban community schools, there remains a troubling disparity between the academic performance of its Latino and White students. When the data is disaggregated into sub-groups for MHUSD between Latino and White, the results show significant disparities. While 79% of White students are proficient or advanced in ELA in 7th grade, only 43% of Latino students are proficient or advanced. As the grades advance, the proficiency rates for Latino students continue to fall. Graduation rates at the MHUSD's high schools, understandably, also follow this trend.



The problem is more severe in mathematics. White students continue to achieve at significantly higher percentages than do Latino students. In addition, when the California Standards Test data in mathematics is analyzed at the higher grades, the percentages of White students passing algebra, geometry and advanced algebra with proficient or advanced scores significantly surpasses the percentages of Latino students gaining scores of proficient and advanced. Because algebra is one of the primary indicators of college completion and income predictors, it has been referred to in educational journals and articles as a gatekeeper subject. It is the first in a series of higher-level math classes necessary for college.

Unfortunately, there is a greater concern. In 2011-12, a huge performance issue occurred in seventh grade, which is the year that students take pre-algebra. In the graph below, you will see that the existing achievement gap between White and Hispanic students was 35%. Heading into algebra in 8<sup>th</sup> grade, hundreds of students were unprepared.



### *MHPS Enrollment*

Students enrolling in MHPS shall meet the state requirement for minimum age. To enter Kindergarten during the 2015-2016 school year, a child must have his or her fifth birthday by September 1<sup>st</sup>. (Education Code Section 48000).

MHPS intends to serve a student population that is reflective of the Morgan Hill community, in particular the Westside of Morgan Hill. This area of Morgan Hill Unified School District has a student population consisting of a higher percentage of socioeconomically disadvantaged students and a significantly higher proportion of English learners. The MHPS program is designed to specifically meet the needs of this population of students. MHPS intends to provide services to K-8<sup>th</sup> graders when at full capacity. In its first year of operation, MHPS seeks to enroll approximately sixty students in each of grades K-3, with two self-contained classes per grade. In 2015, there will be approximately two hundred forty students total in grades K-3. MHPS will expand one grade-level per year, adding approximately sixty students annually for the following five years. The final school population would be approximately five hundred forty students in the fall of 2020. MHPS will continuously enroll vacated spaces (due to attrition) based on the grade level wait lists to maintain the enrollment numbers below.

Grade Level	Expected Year 1 Students	Expected Year 2 Students	Expected Year 3 Students	Expected Year 4 Students	Expected Year 5 Students	Expected Year 6 Students
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2	60	60	60	60	60	60
3	60	60	60	60	60	60
4		60	60	60	60	60
5			60	60	60	60
6				60	60	60
7					60	60
8						60
<b>Totals</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>	<b>480</b>	<b>540</b>

The founders of MHPS have studied a variety of new and traditional educational models along with reform movements across the nation’s schools. It is from these very best ideas that we have formed the basis of MHPS’s school design. As a part of our mission to improve K-12 education, we intend to open our schools to visiting educators who are interested in innovation and new strategies for student success.

**MHPS staff and founders believe that:**

- There is no excuse for student failure.
- All students, given ample time and practice, can succeed in school.
- Higher education should be the goal for all students.
- An excellent education provides students with the skills to be successful in the workplace.
- Leadership and staff constantly strive to improve.
- Student learning increases when student behavior is exemplary.
- All staff are united around a common vision.

MHPS will be an institution that provides a rigorous, CCSS-based educational system that prepares students for the needs of our 21st Century world. MHPS students will become self-motivated learners who, by experiencing success with increasingly challenging tasks, will recognize that hard work and perseverance pays off. The staff will support the students until they succeed. As the students progress through the grades they will be expected to demonstrate more independence and ownership of their academic growth, social skills development, and pursuit of knowledge. Students will be consistently reinforced by staff to build personal responsibility and lifelong learning habits that may include building a love of reading, an appreciation for the arts, a curiosity for science, history, or mathematics. MHPS students will become competent in all areas of academics and social skills due to the highly structured school setting that reinforces high standards for behavior, communication skills, collaborative student work, and leadership.

**An Educated Person in the 21<sup>st</sup> Century**

The goal of MHPS is to provide a superb environment in which children will develop into confident, self-motivated, competent, and productive lifelong learners. Vested with these skills, our children will become responsible young adults. Students will possess the habits, skills, and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st Century.

Specifically, MHPS believes that an educated person in the 21<sup>st</sup> Century should possess the academic and life skills listed below. Each Navigator School seeks to impart these skills by the time that a student has completed the Navigator Schools program:

*Academic Skills*

- Students will read at or above grade level.
- Students will develop both calculation abilities and a conceptual understanding of math.
- Students will be inspired to be inquisitive and self-motivated life-long learners.
- Students will communicate effectively through excellent listening, speaking, and writing skills.
- Students will possess creative, logical, and critical thinking skills enhanced through art, science, and technology.
- Students will comprehend and use technology as a tool for learning and communication.

- Students will have confidence in adapting to new situations and be receptive to learning.
- Students will be eager to synthesize and act upon new information.
- Students will find, select, evaluate, organize, and use information from various sources and disciplines of thought. They will be able to make logical connections among these sources.

### *Life Skills*

- Students accept responsibility for personal decisions and actions.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.
- Students learn concentration, perseverance, and independent working skills by setting personal goals and by self-assessment.
- Students develop an appreciation for the richness of shared knowledge that flows from the culturally diverse environments of California.
- Students are inspired to have empathy and courtesy for others.
- Students work both cooperatively and independently.

One of MHPS's primary goals is to prepare students for admission to and success in high performing high schools and graduation from a four-year college. Preparation for college has become more and more important in the complex global community in which we live. Middle school is a crucial transitional point in which students learn basic ideas, theories, vocabulary, and facts of the disciplines that comprise the arts, humanities, social sciences, and natural sciences. The 21st Century belongs to those who have a deep and thorough understanding of all academic disciplines and are armed with the skills and capabilities to lead and change the world.

Another goal is to provide our students the skills to succeed in the work place. In order for students to become self-motivated, life-long learners, students will be a part of the MHPS community for nine valuable and impressionable years out of their lifetime of learning. It is imperative that students continually practice and generalize behaviors and skills that characterize educated people: to think logically, read critically, write and speak clearly, solve problems creatively, organize time, space, and materials effectively, and make choices to improve the course of their lives. MHPS will help students develop and internalize these habits in order to allow for a lifetime of learning and an ability to adapt and exist comfortably in any workplace environment. MHPS will solicit and welcome opportunities for partnerships between our school, local businesses and other non-profits. These partnerships not only enhance student performance by learning from experts, but will also provide opportunities for students to engage in service learning or mentorships as they get into middle school and beyond. MHPS will seek to build mutually beneficial relationships in the community.



## **How Learning Best Occurs**

Every child possesses a wide range of learning skills. MHPS believes that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way, and most importantly when students are taught to love reading and become proficient readers.

### *Learning Best Occurs When There is a School-wide Expectation of High Achievement*

At MHPS, every teacher will strive to make significant academic gains with each of their students. Significant academic gains are defined as 1.5 years of academic progress for every year in school. We believe that many of our at-risk and English Learner (“EL”) students will come to school approximately 1.5 years behind grade level, due to of a lack of English language or other literacy exposure. Our goal is that by making 1.5 years of progress each year as measured by internal measures and state exams, we can bring our students to grade level by second grade and graduate students at or above grade level. Significant gains will be a fundamental component of the way that teachers at MHPS will be evaluated and compensated. High expectations are an important part of a school culture and lead to higher student achievement.

### *Learning Best Occurs When Teachers Are Highly Motivated*

Navigator Schools is constructed to combat the enormous turnover among new teachers that plagues our public schools. It is estimated that 50% of new teachers leave the profession within five years. We believe that teachers need a career path that rewards their success both with more responsibility and significantly greater compensation. Navigator has created a career ladder for teachers, which recognizes student performance as a primary factor in advancement. A career ladder like Navigator’s has several advantages, including but not limited to, employee retention, succession planning, and better career development. There are two career pathways that teachers can choose at MHPS. The first is to develop into a master teacher based on their students’ achievement and for overall excellence in the classroom. These teachers will become mentors for others. The second pathway is for teachers who wish to move into administration. After three years of successful teaching, the individual can ascend first to the position of academic coach and eventually to site principal. The academic coach is a highly trained expert in his or her field with both outstanding classroom results and leadership abilities. Academic coaches earn a superior salary to standard teachers based both on their own classroom performance and coaching skills. We believe this career ladder will motivate young teachers to make the investment in their teaching and advance to the position of academic coach. The academic coach will then be considered to become a future principal in training.

### *Learning Best Occurs When the Curriculum is Personalized*

MHPS believes that personalization should be a core component of all twenty-first century schools. The MHPS school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. Daily informal assessments as well as monthly formal assessment results are analyzed to identify students who are failing to make adequate progress on CCSS mastery. For each student in this category, a flexible tiered-intervention plan begins. The first tier of intervention occurs in the classroom during whole class instruction. Teachers use ongoing classroom assessment to determine if a skill or standard needs further instruction, at which time whole class instruction can be differentiated to meet the needs of individual students.

The second tier is characterized by leveled, flexible small groups working together under a teacher’s instruction. Teachers will also pull small intervention groups to deliver individualized re-teaching while the rest of the class is working independently.

If classroom modifications and small group interventions fail to help a student make adequate progress, the student enters third-tier intervention, the MHPS Student Services Team process and if necessary, the Special Education IEP process. Providing these three levels of intervention will allow MHPS to serve the most struggling students more effectively than traditional TK-8 schools.

### *Learning Best Occurs When Students Have Extra Time to Practice*

MHPS will offer all students the opportunity to participate in blended learning in core subject matter daily. In math, students TK-5 use ST Math for approximately 30 minutes daily, as well as Successmaker Math for leveled practice. Each student spends up to one hour daily in our Independent Learning Lab.

The purpose of the Independent Learning Lab is to provide students with additional practice in literacy and math at exactly their current level of ability. The Independent Learning Lab is a combination of a computer lab, iPad lab, and tutoring center. The Independent Learning Lab has a full-set of leveled books where students can read independently at their “just right” level (the top of their independent reading level) as well as at computers running various adaptive software programs that allow students to access instruction at exactly their current level of understanding.

### *Learning Best Occurs When a Variety of Academic Strategies Are Used*

MHPS believes that learning best occurs in a highly structured, safe, success-oriented environment, where students are expected to work hard and demonstrate exemplary behavior. Some of the academic strategies to be implemented include:

- Direct instruction
- Use of adaptive software
- Ability grouping
- Systematic phonics instruction
- Emphasis on reading including independent, choral and teacher read-alouds
- Prove / disprove strategy
- Chris Biffle’s “Whole Brain Teaching Strategies”
- Daily spiral review of CCSS
- Reading and mathematical fluency instruction and practice
- Tutorials to reteach standards not mastered
- Use of Thinking Maps
- Flexible small group reading comprehension instruction
- Teach Like a Champion techniques

The use of multiple instructional strategies is directly influenced by the success of similarly academically successful charter schools, including KIPP schools, Rocketship Schools, Sixth Street Prep, Uncommon Schools, and GPS where the programs have proven successful in meeting the needs of target populations similar to the one that MHPS intends to serve.

Learning takes place in many different ways in schools. It should not just be limited to the students. By studying great schools, teaching staff at good schools can improve their teaching skills, learn new programs, and increase their students' performance. As the 21<sup>st</sup> century unfolds, there will be many changes in the schooling system. By creating excellent models and learning from each other, our entire nation will benefit. MHPS strives to become a model school that inspires other educators to come and learn the latest and greatest strategies and programs available. Sixth Street Prep's growth over the past ten years shows how a school can constantly improve. Navigator Schools hopes to provide a model of excellence and to help education in all schools.

At GPS, Sixth Street Prep, Rocketship Schools, Uncommon Schools, and KIPP Heartwood Academy, there are several common characteristics that have created superior academic achievement results; MHPS will embody these characteristics:

- Direct instruction of the Common Core State Standards using innovative teaching strategies and materials.
- Classroom structures that lead to maximum student engagement during instructional time.
- Teachers who are dedicated to the vision and mission of the school.
- School culture that emphasizes strong character, discipline and scholarly behavior.
- Frequent assessment and use of data that is used to adjust instruction and provide immediate intervention as needed.
- Students who are provided an extended school day to ensure mastery of Common Core State Standards.



## MHPS Instructional Minutes

## School Year Days

Total School Year Days	Regular Days	Early Release Days (Wednesdays & minimum days)
180 Days	127	53

## TK and Kindergarten School Day

## School Day Hours

Monday	Tuesday	Wednesday	Thursday	Friday
8:10 AM – 3:25 PM	8:10 AM – 3:25 PM	8:10 AM – 1:05 PM	8:10 AM – 3:25 PM	8:10 AM – 3:25 PM

## Recess &amp; Lunch Time Length

Recess	Lunch
30 minutes Daily	45 Minutes Daily

## School Days Length in Minutes

Regular Days	Early Release Days
360 Minutes	225 minutes

## TK and Kindergarten School Minutes Overview

School Days	School Minutes	Total Minutes for school year
127 Regular	360	45,720
53 Early Release Days	225	11,925
	Total Minutes	57,645
	<b>Annual Requirement</b>	<b>36,000</b>

## 1<sup>st</sup> grade - 8<sup>th</sup> Grade School Day

### School Day Hours

Monday	Tuesday	Wednesday	Thursday	Friday
8:10 AM – 4:00 PM	8:10 AM – 4:00 PM	8:10 AM – 1:05 PM	8:10 AM – 4:00 PM	8:10 AM – 4:00 PM

### Recess & Lunch Time Length

Recess	Lunch
15 minutes Daily M,T,TH,F	50 Minutes Daily
10 Minutes W	

### School Days Length in Minutes

Regular Days	Early Release Days
405 Minutes	235 minutes

### School Minutes Overview

School Days	School Minutes	Total Minutes for school year
127 Regular	405	51,435
53 Early Release Days	225	12,455
	<b>Total Minutes</b>	<b>63,890</b>
	<b>Annual Requirement (1-3)</b>	<b>50,400</b>
	<b>Annual Requirement (4-8)</b>	<b>54,000</b>

## Grade Level Minutes Comparison: MHPS vs. State Minimum

Grade	MHPS Minutes	State Minimum for Charter Schools
Kindergarten	57,645	36,000
1 <sup>st</sup> -3 <sup>rd</sup>	63,890	50,400
4 <sup>th</sup> -8 <sup>th</sup>	63,890	54,000

MHPS parents/guardians will be responsible for sending their children to school and providing an explanation for absences. MHPS will implement attendance policies to encourage regular attendance and to report truanancies to appropriate local authorities (see draft Attendance Policy attached as Appendix A).

### *Bell Schedule*

MHPS school days will run from 8:10 A.M. to 4:00 P.M. TK and Kindergarten will run from 8:10 A.M. – 3:25 P.M. The number of instructional minutes offered for all grades will meet or exceed the State’s requirements in Education Code Section 47612.5(a)(1). A sample bell schedule is included below.

MHPS students will have an extremely active day as they move around the campus to different learning environments. While most of the day students will work in their self-contained classrooms, they will also have multiple opportunities to work with additional adults during enrichment or during the learning lab portion of their day as paraprofessionals flex in and out of self-contained classrooms. Teaching staff will employ team teaching and regrouping with the support of paraprofessionals and grade-level certificated staff. This schedule will help break up the day for the students as they have many distinct learning opportunities throughout the day and school campus. Teaching staff will work in self-contained classrooms and require multiple subject with Crosscultural, Language, and Academic Development (“CLAD”) emphasis credentials as described by the California Commission on Teacher Credentialing (“CTC”).

#### MHPS SAMPLE SCHEDULE

<b>Sample Schedule Year 1</b>			
<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>	<b>3rd Grade</b>
<b>Boot Up</b>	<b>Boot Up</b>	<b>Boot Up</b>	<b>Boot Up</b>
Teacher A / B ELA-ELD 8:10-9:55	Teacher C / D ELA-ELD 8:10-9:55	Teacher E / F Learning Lab/PE or ELA/Social Studies 8:10-9:55	Teacher G / H Learning Lab/PE or ELA/Social Studies 8:10-9:55
<b>Recess 9:55 -10:10</b>			
Teacher A / B Math / Science 10:10 - 11:45	Teacher C / D Math / Science 10:10 - 11:45	Teacher E / F Learning Lab/PE or ELA/Social Studies 10:10 - 11:45	Teacher G / H Learning Lab/PE or ELA/Social Studies 10:10 - 11:45
<b>Lunch 11:45 - 12:30</b>			
Teacher A / B Learning Lab/PE or ELA/Social Studies 12:30-1:50	Teacher C / D Learning Lab/PE or ELA/Social Studies 12:30-1:50	Teacher E / F ELA / ELD 12:30 - 1:50	Teacher G / H ELA / ELD 12:30 - 1:50
<b>Recess 1:50 -2:05</b>			
Teacher A / B Learning Lab/PE or ELA/Social Studies 2:05 - 3:25	Teacher C / D Learning Lab/PE or ELA/Social Studies 2:05 - 3:25	Teacher E / F Math / Science 2:05 - 3:25	Teacher G / H Math / Science 2:05 - 3:25
	Enrichment 3:25 - 4:10	Enrichment 3:25 - 4:10	Enrichment 3:25 - 4:10

## **Implementation of the Instructional Program/Curriculum at MHPS**

The MHPS curriculum will follow Common Core State Standards in 2015-16 for the subject areas English/ Language Arts and Mathematics (2013). Additionally, MHPS will follow the state adopted standards for English language development (ELD, 2012), Next Generation Science Standards (NGSS, 2013), and the History/Social Science standards (1998). Our primary educational goal is to ensure grade-level proficiency in literacy and math by third grade and achievement above grade level by the time students leave MHPS in eighth grade. Students will also receive instruction in P.E. and the arts at all grade levels to broaden their understanding of the world and to create avenues to exercise different facets of their intelligence.

The core curriculum at MHPS will be aligned with Common Core State Standards and the state adopted standards in other subject areas such that students will not only achieve the objectives specified in the charter but will also master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605.

### *Teaching Methodologies*

Unlike most public schools, MHPS will not be tied to specific textbooks exclusively for the instruction of state standards. While textbooks and other learning materials are utilized as needed, much of the content provided to students is delivered through PowerPoint presentations. MHPS will gladly provide all of the content to MHUSD upon request. Teachers will blend the use of the following researched-based methodologies, as appropriate to an academic subject, a class, and/or a student, to ensure the mastery of concepts:

**Direct instruction** - This proven method of explicit teaching of concepts through scripted teaching, demonstrations, and lectures will be used throughout all of the classrooms and small groups. Specific DI programs will be adopted such as: Reading Mastery, Horizons, Corrective Reading and the Language For Learning Series. These programs have been proven to accelerate learning for EL students, students with learning disabilities and advanced learners.

**Instructional Technology** - MHPS will use a variety of technologies to meet the needs of all of the students and teachers. Included in an MHPS classroom are computers for students and teachers, chromebooks, student response systems, Interwrite MOBI tablets, a projector, and a document camera. The Charter School will also provide computer labs and mobile iPad labs. Instructional technology allows students to access learning in interactive manners missing from a traditional classroom. It has also been shown in multiple studies to increase student engagement and learning.

**Daily formative assessments/Unit interim assessments** - MHPS will have a comprehensive standards-based assessment plan based on the success of GPS's plan. Besides daily teacher assessments of skills, students will take an interim assessment six times a year. The interim assessment will address the following areas: reading fluency, reading comprehension, CCSS based on year-long instructional map, math facts fluency, and several computer based assessments including SuccessMaker, ST Math and STAR Reading and Math. After each interim assessment, staff will evaluate results and adjust classroom instruction and intervention groupings. Based on the results from the interim assessment, teachers will increase the spiral review of areas of weakness. In the case that students show weakness in skill areas such as reading fluency or comprehension, flexible intervention groups will be adjusted. Parents will receive a progress report after each interim assessment that will include all achievement data for the period (see sample progress report attached as Appendix B). The use of formative assessment data to adjust instruction in subsequent lessons has been proven to increase student achievement for all student subgroups including ELs, students with learning disabilities and advanced learners.



**Use of adaptive software** - Students at MHPS will be provided with the most effective adaptive software available today. Adaptive software adjusts the sequence of instruction based on student ability and serves to support classroom learning by providing students of all abilities with opportunities to practice at their level in areas of math and language arts. Students will have daily access to the following adaptive software: SuccessMaker, Fast Math, ST Math, Lexia, Achieve 3000, and Accelerated Reader. The use of these specific programs have, when implemented properly as is done at GPS and HPS, been shown to dramatically increase student achievement.

**Ability grouping** - Data will determine a student's need for additional instruction. Ability grouping allows teachers to work with students in their Zone of Proximal Development, which is proven to increase learning for all subgroups of students. Teachers at MHPS will be able to immediately intervene with appropriate instruction during the class period by closely observing the data. Teachers will provide groups of students with more practice problems and direct instruction to ensure mastery of skills before moving on with a new concept. Small groups will be given extra instruction during other strategic times in the day when extra staff is available or the class is engaged in independent work such as computer lab time or enrichment. The interim assessment will be used to determine intervention groups that may meet for more sessions. Phonemic awareness, decoding, reading fluency, reading comprehension, writing, mathematics, and math facts fluency will be some of the areas assessed and targeted for ability grouping.

**Cooperative Learning** - One of the most studied and proven strategies to increase student learning, MHPS students will participate in some form of cooperative learning during classroom instruction. Teachers will use think-pair-share, jigsaw, and round robin to expand the students' ability to increase positive interdependence, social skills, and mastery of concepts. Within the Whole Brain Teaching ("WBT") classroom (see below) students are often paired with a partner to discuss answers to questions. Students will partner read, analyze text, and ask questions. In addition, in mathematics students create visual representations of the math problem and then they discuss their rationale for how they solve the math problem with a partner. EL's will thrive in the cooperative learning classroom.

**Systematic phonics instruction** - Every kindergarten through 2<sup>nd</sup> grade student will receive systematic phonics instruction using specifically designed programs. Research has proven that to prevent reading difficulties in later grades, systematic phonics and phonological awareness instruction are required to ensure the mastery of skills. Students of all subgroups, especially EL's and students with LD's, will benefit from the use of systematic phonics and phonological awareness instruction. Frequent data cycles will inform the teachers as to the need for additional instruction in smaller groups. Students in the older grades will receive phonics instruction as needed. Reading Mastery, Horizons, and Corrective Reading are programs that will be used.

**Systematic vocabulary instruction** - All students, especially EL's, require systematic vocabulary instruction to advance in the area of literacy. MHPS will use the proven strategies of Kate Kinsella to ensure that students develop the required language skills to succeed in mastering the CCSS. In language arts, students have weekly academic vocabulary words that are explicitly taught. The teacher begins by telling the class a story in which the academic vocabulary word is used a number of times and provides context clues that hint at the word's meaning. The students must use the context clues to guess the "secret word," as well as the word's meaning. Next, the class works together to generate synonyms and antonyms for the word when appropriate. The teacher then uses the "I Do, We Do, You Do" model to practice leveled oral language sentence frames. Students generate their own sentences using the academic vocabulary words and write them in their vocabulary journals. This model is also used daily to provide students practice with irregular verbs and tenses, as well as unknown words encountered during explicit reading comprehension instruction.

**Emphasis on reading comprehension including explicit comprehension skills instruction, small group guided reading, independent, partner, choral, and teacher read alouds** - Explicit comprehension skills instruction (25-45 minutes daily)- Explicit reading comprehension skills are taught using the traditional "I Do, We Do, You Do" instructional model. These lessons are used to provide students practice with a new reading skill or to reinforce a previously taught skill. Before each lesson, the teacher plans the comprehension skill lesson. He or she creates

an anchor chart and scripts key comprehension questions. At the beginning of the lesson, the teacher models the comprehension skill (I Do). Then the teacher and students practice the reading skill together (We Do). Finally, students practice the reading skill independently (You Do) and are assessed in order to further guide small group reading instruction.

Small group guided reading (approx. 25 minutes daily)- Before each lesson, teachers analyze interim assessment data and choose appropriate texts for each small reading group. Teachers then script prompts to focus explicitly on the comprehension skills in which students need additional practice. Before students begin reading, the teacher introduces the text and highlights the particular reading skill for the lesson. While students are reading the text the teacher uses word-solving prompts for students who need help with accuracy and fluency. After each reading, the teacher facilitates a reading comprehension conversation regarding what the students have read, using scripted prompts that target areas for maximum student growth.

Each student participates in 30 minutes of nightly reading as well as 30 minutes of daily independent reading. Daily fluency practice, daily read-to experiences, teacher-led read-alouds, and choral reading during morning openers allow students additional opportunities for reading growth.

**Prove / disprove** - Daily multiple-choice questions are given to the class and students are expected to solve each one using their “Proving and Disproving” skills. For each incorrect answer, students must explain why it is wrong and find the distractor. For each correct answer, students must prove it with a solution and a written explanation as to why the answer is right. Teachers make sure that there is a clear strategy to solve the problem and a well thought out explanation of why the other three answers would not be possible.

**Chris Biffle’s “Whole Brain Teaching Strategies”** - Whole Brain Teaching (“WBT”) instructional techniques ([www.wholebrainteaching.com](http://www.wholebrainteaching.com)) will be a vital component of MHPS. All of WBT instructional strategies are validated by contemporary brain research. Following are some of key components of WBT:

- *Class-Yes:* A primary attention-getter activates the prefrontal cortex, often called the CEO of the brain. The prefrontal cortex controls, among other functions, decision making, planning and focus of attention. Little if any learning can take place if the prefrontal cortex is not engaged. This will be primary technique to engage MHPS students on a daily basis.
- *The Scoreboard:* The limbic system, deep inside the brain, is the source of our emotions. When an instructor marks a Smiley or a Frowny on the Scoreboard, students feel a small, positive or negative, emotional jolt. By enlivening the marking routine with a “mighty oh yeah” or a “mighty groan” the reward circuitry in the limbic system is activated.
- *Teach-Okay:* Brain and learning research indicates that students learn the most when they are engaged in teaching each other. By emphasizing energetic, instructional gesturing, students engage, during teach-okay sessions, five of students’ most powerful brain areas: visual cortex (seeing gestures), motor cortex (making gestures), Broca’s area (verbalizing a lesson), Wernicke’s area (hearing a lesson), and the limbic system, (giving emotional content to a lesson.)
- *Hands and Eyes:* When MHPS teachers are making an important point, we want students to focus intensely on what we are saying. In the hands of a practiced WBT instructor, Hands and Eyes creates instant silence, eliminating all learning distractions; the prefrontal cortex takes control of brain activity focusing the visual cortex and the auditory cortex on the lesson at hand.
- *Switch:* Some students talk easily, often too easily! Other students fall into the role of passive listeners. In terms of brain structure, classes are often divided between those who are Brocaians (speakers) and Wernikites (listeners). By using Switch, an instructor can easily teach listening skills to the speakers and speaking skills to the listeners.

- *Mirror*: Many brain scientists believe that students learn by mirroring the gestures and activities of others. They have identified mirror neurons scattered throughout the brain that are activated by mimicking the behavior we observe. MHPS teachers believe that when a class mirrors a teacher's gestures and repeats their words, a powerful learning bond is created between students and teachers.

**Daily spiral review of CCSS or state content standards** - A strong spiral review of content has been proven to improve English Learners, students with Learning Disabilities and all other student subgroups learning and retention of content. Instruction daily at MHPS will begin with a series of spiral review slides covering material students have already been directly taught. A fast-paced, high-energy review of the standards on a daily basis is pivotal to the retention and mastery of the standards.

**Reading and mathematical fluency instruction and practice** - Research has proven that reading and mathematical fluency is critical for EL's, students with LD's and students of all other subgroups. This fluency allows students to access higher-level content without Students will engage in daily reading fluency practice during language arts small group literacy centers. They will use the Navigator Schools leveled fluency passages that are organized in a systematic manner. As students achieve mastery at a certain level, they will be introduced to more complex passages. All students participate in math fluency practice daily as well, both in the classroom and in the computer lab. See Appendix C for the MHPS monthly goals.

**Response to Intervention (RTI)** - This model is intended to systematically coordinate regular and special education assessment and services to below grade level students. The purpose of the model is to provide a 3-tiered assessment, intervention, and services to below-grade level students. There is an extensive description of MHPS's RTI program in the Special Ed portion of the petition.

**Tutorials to re-teach standards not mastered** - The use of data from the student response systems, student white board work, and informal assessments will be used to form flexible tutorial groups. These groupings will occur daily during independent practice time, lab time, or during the extended day session.

**Cross-age tutoring** - Middle school students currently volunteer at GPS and provide additional opportunities for at-risk readers to practice reading fluency and comprehension. The benefits for both the tutor and the tutee are immeasurable. The one-to-one attention from a trained older student provides social and academic benefits for both participants. A similar program will be planned for at MHPS.

**Charts/monitoring systems accessible to students and parents** - All MHPS classrooms and labs will display data charts that document student progress towards meeting various academic goals. Student and parent accessible charts will show progress in Accelerated Reader, ST Math, Successmaker, reading fluency, and math facts fluency. Research has proven that student effort and learning increase when their progress is tracked and they have some responsibility in measuring their own progress.

**Math Manipulatives** - Effective mathematics instruction at MHPS will include the use of various manipulatives. Math manipulatives have been proven to support the deeper understanding of mathematics for students of all subgroups. Unifix cubes, tiles, dice, attribute groups, clocks, base ten blocks, math mats, etc. will be available to MHPS students.

**Oral Language Sentence Frames and Stems** - Oral language frames are embedded in all academic standards-based teaching slides and are utilized throughout the instructional day. (See Appendix D for examples of sentence frames.) The frames are based on ELD acquisition levels: Beginning, Intermediate, and Advanced. This instructional practice is supported by the leading practitioners of language development including the work of Kate Kinsella and Susana Dutro. When a standard is being instructed, the teacher first models the sentence frames and the students respond chorally. Then students pair-share and use the open-ended sentence frames to practice the targeted skill. The teacher then calls on students to use the frames in front of the whole class. Classmates have the opportunity to agree,

disagree, and add on to the student's comment. After adequate oral language practice using the sentence frames, students use the frames to construct written responses to a standards based question posed by the teacher.

**Thinking Maps** - Thinking Maps is a language of eight visual patterns each based on a fundamental thinking process. These research-based and proven maps are highly effective at help EL's and all other subgroups of students improve their literacy skills through writing, discussion and presentation of their thinking. The maps are based on eight cognitive skills: defining in context, describing qualities, comparing and contrasting, classifying, part-whole, sequencing, cause and effect, and seeing analogies. These maps can be used individually or in combination across grade levels and subject areas. Thinking Maps teach students to internalize visual strategies for interpreting text structures. They provide a common visual language necessary to develop the depth and complexity of critical thinking (see Appendix E for examples of student created Thinking Maps).

**Chants/Rhymes** - Choral response in the form of chants/rhymes for times tables, algorithms, grammar mechanics rules, and desired personal character qualities will be utilized to increase mastery. The successful charter schools that MHPS is modeled after including GPS, KIPP, Rocketship, Uncommon Schools, and Sixth Street Prep have incorporated many of these strategies into their classrooms. Such strategies have proven to be very beneficial to student learning and retention. See Appendix F for examples of chants/rhymes.

**Teach Like a Champion techniques** - Doug Lemov's book *Teach Like a Champion* names 49 techniques that master teachers use to place students on the path to college success. The following are some key techniques from *Teach Like a Champion*:

- *No Opt Out*: Accepting "I don't know" to an answer is not an option for a teacher. Using the No Opt Out technique, teachers coach a student to arriving at the correct answer through peer support or by providing scaffolded cues that help the student arrive at the correct answer.
- *Circulate*: Within the first five minutes, a teacher must "break the plane" by moving away from the front of the classroom and delivering instruction at strategic points around the room. The teacher moves systematically and unpredictably, engaging with students both verbally and nonverbally as she or he circulates.
- *Cold Call*: Teachers call on students regardless of whether or not they have their hands raised. Some teachers use popsicle sticks to randomize student responses, while other teachers may choose to use a student response app. Cold call is positive (never berating), scaffolded (teacher may use No Opt Out if a student doesn't know the answer), and increases student accountability.
- *Do Now*: When students first enter the classroom, they immediately put their pencil to paper with a three to five minute independent activity that is either a preview of the day's lesson, or a review of a recent lesson.
- *At Bats*: Using multiple formats and variations, students have the opportunity to practice a given skill until they are able to do it independently. Once a student has mastered a given skill, the teacher will extend the challenge by moving to the next level with a bonus problem.
- *Exit Ticket*: The final "At Bat" comes in the form of an exit ticket. Exit tickets are quick (one to three questions), designed to yield data, and make great Do Nows.

**Literacy Centers** - Literacy centers allow teachers to engage in focused reading comprehension instruction with small groups, a proven strategy to increase reading comprehension and improve writing skills for EL's and all other subgroups at MHPS. Using data from each interim assessment, students are leveled by reading ability and language level. A variety of fiction and nonfiction books are used, particularly those listed in the Common Core Exemplar Text guide. Included in the literacy center rotations are:

- *Center 1:* Guided reading, explicit comprehension skills instruction
- *Center 2:* Direct phonics instruction, fluency practice, spelling, grammar/language conventions, book clubs
- *Center 3:* Computer center: Lexia, Achieve 3000, AudioBooks
- *Center 4:* Writing Center: journaling, response to literature, Writer’s Workshop

To allow for flexibility within the schedule of MHPS, the instructional day will extend beyond state-mandated minutes to reflect the individual needs of the students and the teachers. Academically high achieving students will have opportunities to participate in extracurricular activities that provide rigor and greater challenge that may include the following: access to advanced software programs, opportunities to work on projects with mentors that are designed for high achieving students, and access to courses of study designed to interest and engage students with advanced skills.

### *Enrichment*

In addition to the CCSS instruction, students will participate in a wide range of enrichment courses. MHPS will provide an enrichment program that includes non-core classes such as art, music, physical education, and foreign language. Each enrichment course is presented for six weeks, giving the students the chance to experience a wide variety of curriculum. The enrichment courses offered may include the following:

- *Art:* Students learn to use the principles of design as well as the elements of art to create unique pieces of art. A wide range of different types of media and techniques are explored, including drawing, painting, and sketching using colored pencils, watercolors, crayons, and ink.
- *Computer Skills:* Students learn the touch method of keyboarding, basic digital literacy and computer knowledge, as well as word processing skills. There is an introduction to Microsoft Word, Excel, and PowerPoint.
- *Dance:* Students develop skills and creativity through modern dance. This course introduces creative movement, improvisation, expression and choreography.
- *Drama:* Students are introduced to various dramatic techniques including dialogue, speech, role play, and improvisation. Students will read and perform several skits and plays.
- *Board Games:* Students are taught various strategic board games such as Stratego, Connect Four, checkers, chess, and Blokus. These games encourage critical thinking and planning, as well as teamwork and sportsmanship.
- *Intramural Sports:* Students are taught various sports games and athletic skills while promoting the values of a healthy lifestyle, sportsmanship, teamwork, and camaraderie.
- *Journalism:* Students learn different types of journalistic writing, including feature stories, news stories, sports copy, and editorials. Assignments will include creating, writing, proofreading, and using artwork and photographs to create news articles and assemble newsletters and newspapers.
- *Music/Choir:* This course introduces students to the elements of music through singing, playing instruments, and movement. Students read and perform a variety of musical styles from classical to contemporary that span a number of cultures and time periods.
- *Piano:* Students learn the basic techniques of playing the piano as well as reading music through various computer programs.

- *Academies:* Based upon student performance, those students who do not score proficient on their weekly assignments will be placed in a flexible intervention academy for two weeks. In academies, students have the opportunity for additional time and practice, as well as small group help to ensure proficiency is met. Students are reevaluated at two-week intervals and then placed back into their regular enrichment class if proficiency is reached.

### *Scope and Sequence of Skills/Standards to be Taught*

Through a carefully designed instructional sequence mapped from the beginning of the year, students will be provided ample time to learn and review the Common Core State Standards. MHPS teachers will be provided professional development and planning annually for two weeks prior to the beginning of school to refine the instructional sequence. Instructors from GPS will provide training and coaching in Whole Brain Teaching strategies and curriculum development. Each week of the school year, teachers will be provided with two hours of planning time to continue to develop the instructional sequence, align the curriculum to the standards, and create lessons. Frequent assessments will be used to determine which standards need additional instruction and practice as well as to determine which students will attend after school academies. An example of the scope and sequence of instruction for second grade math at MHPS, including a detailed monthly pacing guide, can be found in Appendix G. Similar pacing guides are available for the most recent adoptions for science and social studies. GPS is currently developing the middle school scope sequence and will provide MHPS with the final pacing when it is developed.

### **How the Curriculum Addresses the Common Core State Standards**

The mission of MHPS is to prepare students for educational success in high performing high schools and colleges using a rigorous standards-based curriculum and to prepare students for the workplace. The most important component of this mission is academic preparation. Regardless of their level of proficiency upon entrance, students must complete the eighth grade ready to successfully enter ninth grade programs. Exit outcomes will demonstrate this preparation. All academic content taught to ensure college and career preparedness will be driven by the CCSS anchor standards. In English Language Arts, students will be able to read and comprehend complex literary and informational texts, delineate and evaluate arguments, analyze and interpret multiple texts with a common theme, and assess ways an author's point of view shapes style and content. They will be able to effectively compose various types of writing that argue to support or defuse a given claim, inform readers about a complex concept or idea, or narrate an imagined or real experience. In math, students will have completed a comprehensive Algebra I course grounded in a deep understanding of foundational skills and problem solving built in the prior grades. Students will have a solid conceptual and procedural grasp on key mathematical concepts and be able to apply such concepts in both real life and abstract situations. In science, students will have a foundational grasp of earth, life, and physical science that will prepare them for the demands of high school biology, chemistry, and physics. In social studies, students will build a broad understanding of United States and world history, which will be influenced by literature in the earlier grades, thus allowing students to contextualize various historical events.

Academic achievement in core subjects as directed by the Common Core State Standards is the primary vehicle by which we accomplish the mission of MHPS. The Charter School's schedule and entire program structure are designed to promote maximum success in mastering these standards. All students will take reading, writing, and math every day. In the lower grades students will begin to discover history, science, and social studies. In the fifth and sixth grades and when necessary, students may take double periods of math focused on computational skills and problem solving as well as double periods of English focused on reading and writing.

The CCSS Smarter Balanced test (or equivalent if the test is renamed) will differ from that of previous California tests. According to the Smarter Balanced website, "Smarter Balanced assessments will go beyond multiple-choice

questions and include short constructed response, extended constructed response, and performance tasks that allow students to complete an in-depth project that demonstrate analytical skills and real-world problem solving.” Each interim assessment will include a mixture of item types featured on the Smarter Balanced test. Additionally, students will have ample opportunities in their daily assessments to practice these different item types. In math and language arts, students will complete performance tasks based on the current curriculum.

Students in second grade and above will use an adaptive software program daily called Achieve 3000. Achieve 3000 is particularly helpful in preparing students for the Smarter Balanced test because it exposes students to differentiated content and then advances them to increasingly complex texts. Students are required to read and synthesize multiple nonfiction texts and then write an effective argument using supportive evidence from those texts. Eight times a year, students will have the opportunity to take the Achieve 3000 Bonus Lesson, which is modeled after the Smarter Balanced performance task assessment.

### *Six-week unit standards-based lesson plan*

Grade level teacher teams will complete six-week unit standards-based lesson plans one month in advance to ensure that they are prepared and organized prior to teaching their lessons. (For example, lesson plans for the month of November will be completed October 1.) Two hours of early release time on Wednesdays will provide the time needed for teachers to create the plans. Each unit plan / PowerPoint presentation (see Appendix H for examples) will contain the Common Core state standards targeted, key concepts and/or vocabulary, and the multiple item type assessments. Under the supervision and support of the academic coach, all teachers will have well designed plans and strategic pacing charts within larger unit plans and ultimately within the yearly curriculum and its exit standards. Each weeklong plan will then be broken down into more detailed daily lesson plans to guide instruction.

Six-week unit plans in all grade level subjects will begin with a list of the standards for the unit. A study guide with the standards, sample test questions, and strategies will follow. Study guides are sent home with students at the beginning of each unit in order to inform students and parents of the standards-based skills and concepts students are expected to master by the end of that unit. Following the study guide and PowerPoint slides are the Spiral Review slides, which allow for students to review skills and concepts taught in previous units. Teachers spend approximately 10-15 minutes daily reviewing these slides. Thus, a standard taught in October will not be forgotten by May. After Spiral Review come the Direct Instruction slides. Teachers use the Direct Instruction slides to introduce and teach the standards for that particular unit. There may be multiple slides per standard, depending on the skill that is being taught and practiced. After the Direct Instruction slide sequence are the CCSS Assessment slides, including Prove/Disprove and other item types modeled after the Smarter Balanced test. The Prove/Disprove slides are in multiple-choice format. Other assessment item types will include short constructed response, extended constructed response, matching, and **cloze** activities. The assessment slides are a mixture of practice test questions based on standards taught in previous months, as well as the standards that are being currently taught. Teachers therefore have the opportunity to daily assess students’ mastery of the current standards as well as those previously covered. ELA has additional slide sequences. Following the CCSS Assessment slides are the Academic Vocabulary slides. These slides introduce new vocabulary and allow students oral and written practice of new academic words. Following the vocabulary slides are the Reading Comprehension and Writing slides. These slide sequences have at least one slide per standard, which state the standards-based skill or concept and provide graphic organizers that support that particular concept or skill. For example, a reading comprehension slide on the skill of compare and contrast may have a Double Bubble Thinking Map paired with ELD leveled oral language frames. Students will use this slide for multiple stories to practice comparing and contrasting characters, plots, settings, etc.

### *Daily Formative Assessment*

Students are assessed daily in math, science, social studies and ELA during their daily assessment time. During Prove/Disprove time, when a student responds using the student response device, the teacher is immediately informed which students have the correct or incorrect answer. Because students are required to articulate their logic for each answer in written form, the teacher is able to refer to the student's Prove/Disprove to better understand the particular learning needs for the given standard. The teacher is then able to identify which students are struggling with a particular skill. During computer lab time and small group class time, the teacher will pull those identified students who are struggling, reteach the standard to the small group, and afterwards reassess. The student response devices also inform the teacher of the total percentage of students who got the correct or incorrect answer. For example, if 85% of students correctly answered a standards-based Prove/Disprove question about identifying synonyms, then the teacher would pull the 15% of students who got the incorrect answer during small group/computer lab time. However, if the class received 60% correct on the question, then the teacher would modify her or his plan and re-teach the skill to the whole class.

In addition to student responder devices, students use small whiteboards to practice standards-based concepts and skills. For example, 2nd grade students may be practicing a skill from a specific standard such as: "Use commas to separate items in a series." The teacher will then provide the students with a sentence in which they need to separate items in a series or ask students to create their own sentence. After students write their sentences on their whiteboards, the teacher will call out, "Boards Up!" The students will hold up their whiteboards and the teacher will then identify the students who do not yet have mastery of that standard. The teacher will provide immediate feedback to the students and also make a list of those students who are struggling with the standard. The teacher will pull the students who need extra practice and reteaching during computer lab/small group time.

For short and extended response items, teachers will test students' ability to give more supported answers in complete sentence, paragraph, or essay form. Students will use strategies such as underlining key words and creating their own Thinking Maps to organize their thoughts and interpret the given task at hand. Teachers will correct short and extended response items during their prep time and have the data ready within a day's time in order to ensure that students who have not yet mastered the standard receive intervention as soon as possible.

### *Interim Assessments*

Teachers will give interim assessments in ELA, math, and science that will be based on the standards targeted for a six-week period (see Appendix I for sample unit assessments). Students who do not score a level of proficiency will be pulled into small group for re-teaching during computer lab time or during independent practice time in class. The students will be given an opportunity to be retaught and reassessed on the standards not mastered. Prior to planning monthly lessons, the teacher will create the formal assessment based off of the Common Core State Standards planned for that unit. Looking at the standards, the teacher will make a list of skills, concepts, and knowledge the students will need to ensure mastery for each standard. Next, the teacher will create questions that allow the students to demonstrate mastery of each standard. Test questions will be created to emulate the style of the end of the year CCSS assessment. Teachers will then use the test to backwards map the month's lessons. Starting with the assessment will ensure the content taught remains focused and organized. Test results will be analyzed to determine which standards the students have mastered and which standards the students are still struggling with. If the majority of the class is still struggling with a standard, that standard will be retaught and spiraled the next month. Daily spiral will include partner talk, chants, and additional problems in previously assessed standards. This will provide students still struggling with the standard a chance to catch up, while also keeping concepts fresh in the minds of the students who have already mastered the standard. For standards a few students are struggling with, individual or small group reteaching will occur during computer lab time or during independent practice, adding additional scaffolding until the standard is mastered.



### **How the Instructional Program Addresses the Needs of the Targeted Population**

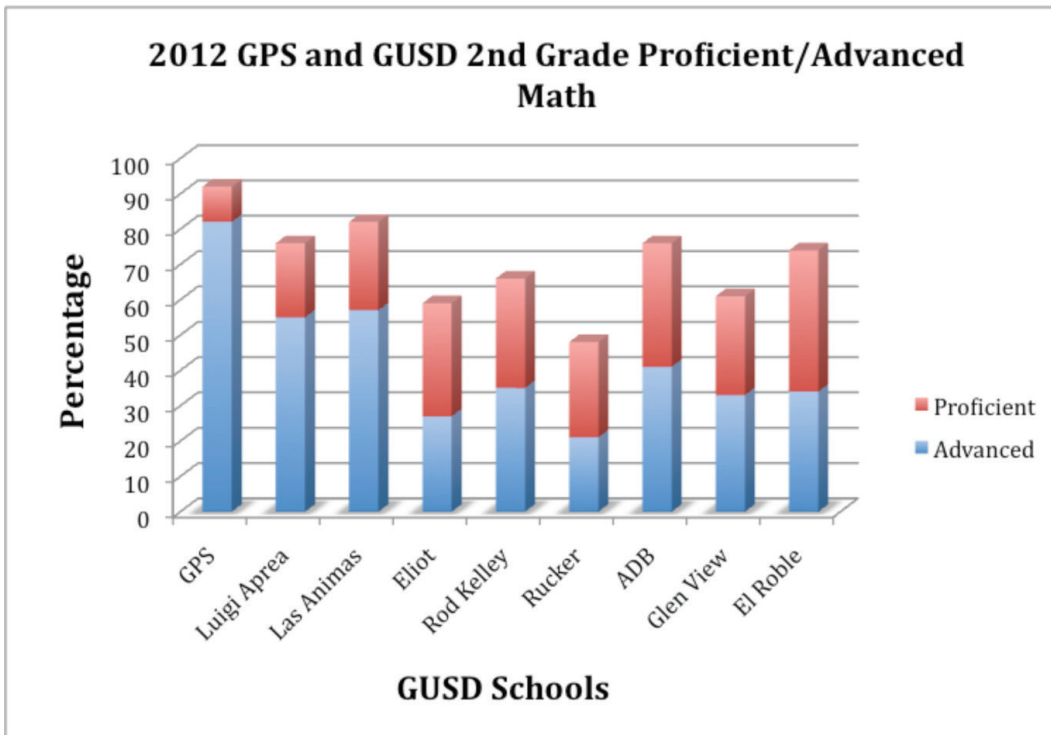
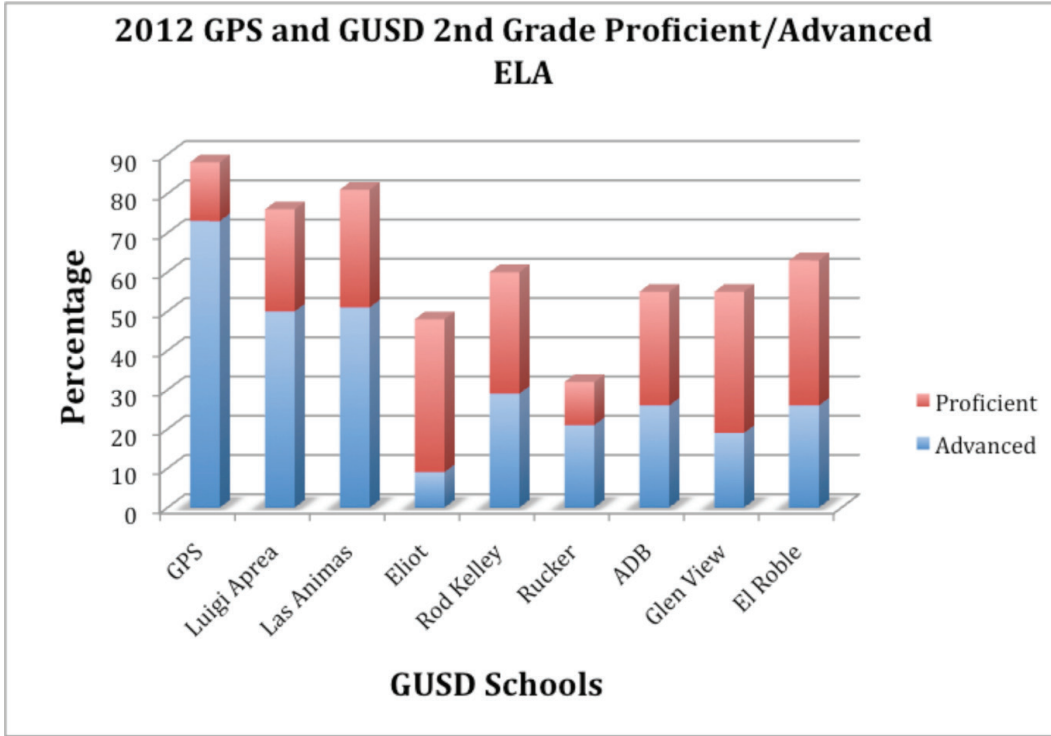
Schools, such as GPS, in which economically disadvantaged students, EL's and other subgroups of students achieve mastery in the core subjects and experience academic success are those that use the following research-based and proven strategies:

- Maintain unyielding focus on ensuring students' literacy and numeracy skills in the earliest grades
- Apply systematic phonics instruction
- Prioritize mastery of math facts
- Utilize direct instruction
- Use frequent formative assessment
- Apply spiral review
- Have leveled reading interventions
- Use adaptive software
- Have high expectations both behaviorally and academically
- Utilize frequent assessments and data driven professional development
- Have a strict code of conduct and character building opportunities
- Recruit masterful and specialized teachers
- Have an intensive interview process
- Provide ongoing professional development
- Provide merit pay for student achievement gains
- Employ a teaching staff that understands the needs of diverse student populations
- Involve parents and the community in the life of their children and the school
- Treat each child as an individual, assessing them at their baseline, setting high standards, and ensuring that they meet their goals through structured supports based on their needs, as determined by frequent assessments and data analysis of their performance.

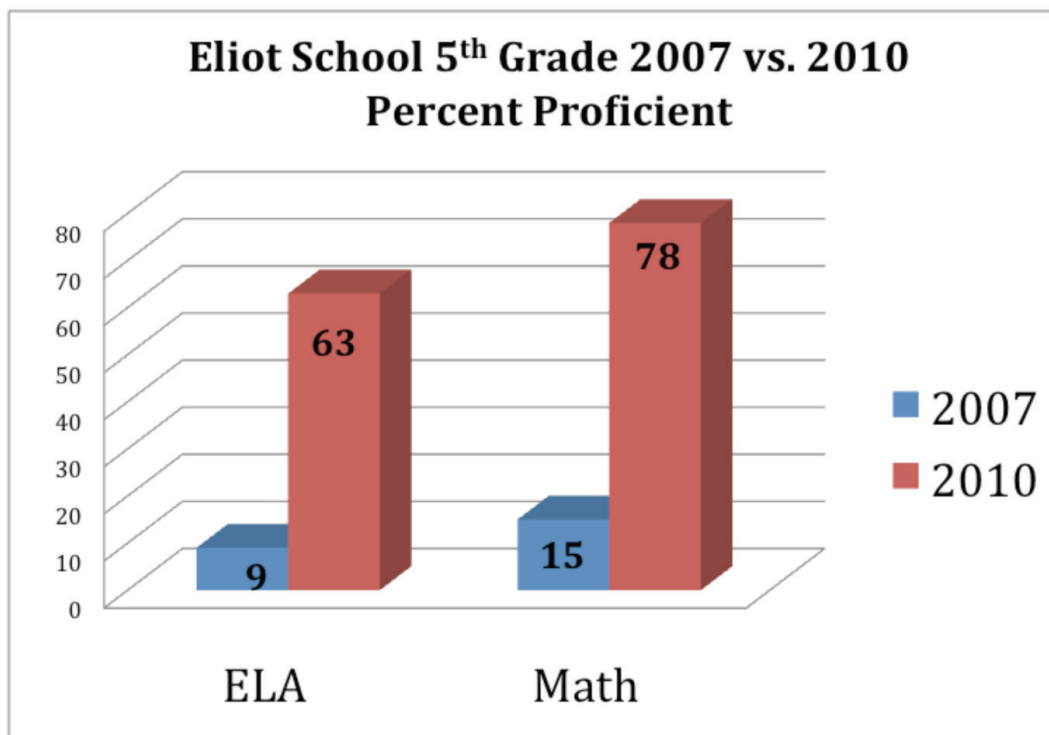
We believe that all students at MHPS including our targeted population will benefit from our highly structured instructional program that maintains a sense of urgency in educating our students to the highest degree, to ensure success in high school, college, and beyond.

**Evidence of Success with a Similar Student Population**

The educational data from schools with similar demographics to those anticipated for MHPS such as GPS show that success with a population of a high percentage of English Learners and low socioeconomic backgrounds is possible. GPS scored 978 on the API in its first year and most students scored advanced in both ELA and mathematics.



Sixth Street Prep, a school that MHPS is modeled after, had an API of 945 in 2011 after beginning with an API of 598 in 2001. The KIPP Heartwood Academy, a 5<sup>th</sup> -8<sup>th</sup> grade charter school in San Jose, has consistently had similar results (900 API in 2011). In GUSD, Eliot School made significant gains in the four years after it began modeling its school structures on these schools, moving from an API of 668 in 2007 to an API of 830 in 2011.



### **The Curriculum**

MHPS will carefully review curricular materials for each subject and grade level to determine what will be appropriately rigorous, engaging, and personalized for our student population. In reviewing curricula, the following questions will be used:

- Is it aligned with Common Core State Standards or subject appropriate State Standards?
- Is there research that shows that such curricula are successful, particularly for our student population?
- Is this curriculum used in other high performing schools?
- Is there appropriate support for developing teachers' ability to plan with and implement the curriculum within the constraints of our particular school model?
- Does the curriculum emphasize our core beliefs – is the curriculum challenging, personalized, and engaging, and conducive to continuous improvement?
- Does the curriculum accommodate our particular focus on writing and communication?
- Are the assessments rigorous enough to truly measure student learning?

MHPS will be a laboratory for new ideas and approaches. We will continually look for new curriculum that can improve the educational experience for our students and the professional experience for our teachers. As we pilot new curriculum, we will closely evaluate its effectiveness and focus on what works.

## **Textbooks or Other Instructional Resources to be Used**

MHPS will use a wide range of materials to support the mastery of Common Core State Standards in ELA, math, science, ELD, P.E., Health and history/social studies. The MHPS LCAP (see Appendix J) describes how MHPS will address all state priorities including the implementation of all core subject areas, as described below. A strength of the Navigator Schools program is that it is not bound to follow any one curriculum unconditionally. Below is a list of some of the programs to be used at MHPS:

### *English Language Arts*

**SRA Reading Mastery** - This research-based direct instruction program builds phonemic awareness skills, letter-sound fluency, and decoding skills in early readers.

**SRA Horizons** - These research-based direct instruction reading programs are designed to teach specific decoding and comprehension skills to early readers.

**SRA Corrective Reading** - This program is designed to increase reading fluency, an area of particular relevance related to reading development.

**SRA Skills Programs** - These programs include Specific Skills, Multiple Skills, and Specific Skills for Language Arts and cover all ELA standards with controlled phonics levels.

**Teacher created curriculum** - PowerPoint slides and other types of curriculum will be created to address ELA standards, 5-a-day strategies (adapted from Sixth Street Prep School), and WBT techniques.

**State adopted Language Arts materials** - State adopted materials will be used to support the need for a variety of reading/writing and listening opportunities for students to be successful in these areas. Components of Treasures, by McMillan-McGraw Hill, will be utilized so that students receive a balanced literacy program.

**Write Steps** - Write Steps, based on the CCSS, will be used to teach written language.

**Achieve 3000 ([www.achieve3000.com](http://www.achieve3000.com))** - This adaptive software program will be used daily in ELA literacy centers in grades second and up. In each online session, students read two Associated Press news articles on a related topic, take a comprehension assessment on what they read, and then write an effective argument by synthesizing and using evidence from both texts. This program helps develop the critical thinking and analytical skills students need to be proficient readers and writers in the upper grades and beyond.

**Thinking Maps** - ([thinkingmaps.com](http://thinkingmaps.com)) The eight different Thinking Maps each correspond with a fundamental thinking process and will be used as the primary graphic organizers across all grades and subjects at MHPS. Thinking Maps provide a common language for students to visualize and articulate their thought processes, as well as organize and interpret text structures.

**Read Works** - ([readworks.org](http://readworks.org)) ReadWorks is a nonprofit organization that provides research-based lessons, units, and leveled fiction and nonfiction passages to teachers online. Aligned to the CCSS, all passages are organized by lexile level. MHPS teachers will use these leveled passages and lessons in guided reading groups.

**Reading A-Z** - ([readinga-z.com](http://readinga-z.com)) Reading A-Z is an award winning website containing more than 2,500 downloadable books. New books, lesson plans, and other resources are added each month. Teachers will use these resources in both guided reading and explicit comprehension skills groups.

**CCSS Exemplar Texts** - According to [commoncore.org](http://commoncore.org), the exemplar texts list “should serve as useful guideposts in helping educators select texts of similar complexity, quality, and range for their own classrooms.” During unit

planning time, teachers will consult the list of recommended literature and incorporate many of the books listed as well as texts of similar rigor for use in core ELA instruction.

**Standards Plus** - ([commoncore.standardsplus.org](http://commoncore.standardsplus.org)) Standards Plus is a nonprofit organization that provides supplemental educational products to teach the Common Core State Standards. Standards Plus will be used as a supplemental teaching material at MHPS in direct instruction, spiral review, daily assessment, and small group intervention.

### *English Language Development*

**Language for Learning Series** - This direct instruction program is designed for English Learners and students who are demonstrating weakness in overall language development. The program teaches students in a leveled progression listening, speaking and writing skills to prepare them for the higher demands of an English-only language arts program.

**Oral Language Sentence Frames and Stems** - Each teaching slide will contain oral language frames based on the ELD acquisition levels (Beginning, Intermediate, Early Advanced, and Advanced). These frames will be used throughout the instructional day and will coincide with direct instruction of all core subject material being taught. Oral language frames and stems provide students multiple opportunities to practice and advance their oral language and writing skills.

### *Mathematics*

**Envision Math / Saxon Math** - These research-based math programs are widely used and adopted in many districts throughout the nation. The programs provide students with many opportunities to practice new and recently taught math concepts and have frequent assessments and corrective lessons to promote mastery.

**Teacher created curriculum** - Teacher created curriculum will address CCSS math standards in a similar manner of presentation to the ELA, using PowerPoint slides and Whole Brain Teaching techniques.

**Standards Plus** - ([commoncore.standardsplus.org](http://commoncore.standardsplus.org)) Standards Plus will be used in math as a supplemental teaching material at MHPS in direct instruction of the CCSS, spiral review, daily assessment, and small group intervention.

**Thinking Maps** - ([thinkingmaps.com](http://thinkingmaps.com)) As mentioned in the ELA portion above, Thinking Maps will be used across all subject areas and grade levels, including mathematics. For example, a Flow Map (used for sequencing) may be used in math class to describe the steps needed to change a decimal into a percent. A lesson on converting decimals to percentages would involve direct instruction of the skill, students completing their Flow Map, use of the leveled sentence frames to pair-share the process, and a written response assessment with examples that articulates the process.

**STEAM** - ([steamedu.com](http://steamedu.com)) STEAM stands for Science & Technology interpreted through Engineering & the Arts, all based in Mathematical elements. STEAM is an engaging, hands-on, reality-based framework grounded in cross-curriculum design and instruction of the CCSS. As described on [steamedu.com](http://steamedu.com), STEAM is “a contextual curriculum where the subjects are coordinated to co-support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each other in reality.” Teachers at MHPS will use the STEAM framework to incorporate the subjects across curriculum matter, all with a mathematics foundation.

## *Science*

**Harcourt Science Series** - published by Harcourt and for 6<sup>th</sup>-8<sup>th</sup> grades, the science series published by Holt, Rinehart and Winston, i.e. Earth Science, Science and Technology and Life Science will be used to assist in instructional lesson planning of science instruction at MHPS.

**Teacher created curriculum** - As in ELA and math, teachers will create PowerPoint slides to address the Science Content Standards for California. Instructional slide sequences will include a unit study guide, spiral review, direct instruction, Prove/Disprove, and additional assessments, including constructed responses and a performance task. Teachers also refer to the CCSS College and Career Readiness Standards when designing instructional content in science.

**GEMS** - published by The Lawrence Hall of Science, UC Berkeley- The GEMS Teachers' Guides provide MHPS instructors with standards-based instructional units that are engaging, exciting, and interesting to students. Teachers will use some of these award winning curriculum lessons to teach the CA Science standards and to design experiments coinciding with the grade level standards.

**Thinking Maps** - (thinkingmaps.com) Thinking Maps will also be used in science class to help visualize and internalize scientific concepts. In science for example, students may use a Brace Map to break down the physical characteristics of an atom. The teacher would use the Brace Map during direct instruction and then use a blank map combined with a written reflection to assess students' mastery of the concept.

## *History/Social Studies*

**Read Works** - ReadWorks provides hundreds of articles related to history and social studies as well as being Common Core aligned. Passages are organized by lexile level so MHPS teachers will use these leveled passages and lessons to support thematic instruction.

**Reading A-Z** - (readinga-z.com) Reading A-Z is an award winning website housing more than 2,500 downloadable books, hundreds of which are history or social studies based. New books, lesson plans, and other resources are added each month. Teachers will use these resources to further support the thematic instruction provided during language arts instruction.

**Teacher created curriculum** - Teachers will refer to the College and Career Readiness Anchor Standards as well as the California Social Studies Standards when designing all social studies content for instruction at MHPS. Instructional PowerPoint slides on specific social studies standards will follow a similar sequence as those in ELA, math, and science.

**Thinking Maps** - (thinkingmaps.com) Thinking Maps will be used across all subject and grade levels. In science class, for example, fifth grade students may use a Multi-Flow Map to describe the cause and effect events contributing to the Revolutionary War.

## *Non-Core Subjects : Arts*

**Teacher created curriculum** - Teachers use the CA Standards in Visual and Performing Arts combined with the CCSS College and Career Readiness Anchor Standards to design and plan lessons in the arts. Using the STEAM framework (steamedu.com), teachers design cross curricular units that incorporate the performing and fine arts into the core subject matter. For example, second grade students studying plane and solid geometric figures will do a recycled art project reusing plastic and paper products in order to create three dimensional art. They will then do a

constructed written response describing the three dimensional shapes featured in their art piece and explaining why recycled art is beneficial to the environment.

## **Technology**

The use of technology at MHPS will have three purposes:

1. MHPS will provide top of the line presentation capabilities to support the teaching techniques of Whole Brain Teaching and GPS strategies originally pioneered at Sixth Street Prep and Uncommon Schools. The hardware may include laptops, projectors, and interactive teaching devices including document cameras, interactive writing tablets, and student response systems. Through the use of this technology, teachers will be able to present the Common Core State Standards using a variety of sources displayed through highly engaging multimedia. This type of technology is efficient, easy to access, and well-designed for the high quality instruction that MHPS will be providing. It offers MHPS teachers' opportunities to access media, data, and support materials quickly and efficiently. In addition, this technology will be utilized to monitor student progress and to create curriculum as needed.

2. MHPS will provide students with the most educationally valuable, adaptive software available today. Adaptive software, which adjusts the sequence of instruction based on student ability, serves to support classroom learning by providing students of all abilities with opportunities to practice at their level in areas of math and language arts. Classrooms will be provided with several student computers so that students can utilize various software programs that may include:

- SuccessMaker Language Arts and Math
- Fast Math
- ST Math
- Accelerated Reader
- Lexia
- Achieve 3000

3. MHPS will provide the use of specific software to publish and present learned skills. Beginning in third grade, students will begin keyboarding and word processing. In sixth grade, students will be introduced to presentation software such as Microsoft PowerPoint in order to make classroom presentations based on projects conducted in different subject areas.

## **How the Charter School Will Provide Ongoing Professional Development**

### *Continuous Instructional Improvement*

To ensure constant, consistent, systematic improvement in its teaching staff, MHPS will employ an academic coach who will work with teachers to further develop instructors' abilities for effective instructional lesson planning, classroom management, teaching strategies, assessment, data analysis, and intervention. The academic coach or site administrator will observe and meet with each teacher at least once a week. During the observation portion of the classtime, the academic coach or site administrator may briefly take over the class at opportune moments in the teacher's instruction in order to demonstrate key management techniques or teaching strategies. This process of "live coaching" allows the teacher to make immediate necessary adjustments to instruction that will positively affect

student achievement. Each observation is recorded on video and a running record of observations is typed up and emailed to the observed teacher for further review. At the meeting, the coach and teacher will review the observation notes and video and work together to develop action steps that the teacher will focus on the following week. Action steps are “bite-sized,” meaning they are attainable in a week’s time, measurable, and ultimately drive student achievement. Three way coaching involves a teacher and coach/site administrator observing another teacher together. Teachers will also have the opportunity to observe and co-teach with one another outside of their weekly coaching schedule in order to further develop their own coaching and leadership skills.

### *Common Planning and Teacher Support*

During the school year, teachers will have time daily to plan, discuss individual student needs, and share best practices. Once a week, MHPS will have an early release day to go deeper into staff development and planning. Professional development will be concentrated on the creation and maintenance of a school culture, classroom environment, and academic curriculum that are the foundations for learning, as well as for using data to strategically improve instructional methods and target individual student needs.

### *2012 ELD Standards Training*

Morgan Hill Prep School CLAD emphasis multiple-subject credentialed teaching staff will receive training in the adopted ELD standards from 2012. These trainings will be provided by the Santa Clara County Office of Education (“SCCOE”) or by Navigator Schools’ coaching staff.

*Professional Environment* - Teachers at MHPS will be provided with their own working space, computer, phone line, and administrative support in making key instructional decisions that will drive student achievement in their classrooms. The Principal of MHPS will provide a means for all staff members to participate in decision-making and problem solving in staff and leadership meetings, via phone or email, and by maintaining an open door policy in his or her office.

*Practices* - Teacher creativity and efficacy thrive within a structured and orderly environment. Staff will be trained and supported in effective classroom instruction and management that will be consistent throughout the school environment. While teacher instruction will vary in degree due to personality and style, we believe that it is crucial for students to have consistent routines, student white board configurations, grading practices, and behavioral expectations so that they know exactly what to expect throughout the entirety of the school and so that teachers have the structures in place to facilitate learning

*Teacher evaluation* - We are committed to recruiting and retaining excellent teachers. All teachers will be evaluated by the principal using the Navigator Schools Mid-Year and End-of-Year Evaluation (see Appendix K for example of the mid-year evaluation). The evaluations will be based on classroom observations as well as data from student performance on a variety of assessments. Teachers will be provided with consistent, regular feedback by the principal with the goal of improving teaching, student learning, and leadership skills. Teachers who are not able to perform adequately in this very structured organization or who are unable to learn the structures, teaching techniques, or no longer ascribe to the vision and mission of MHPS will not be retained. This may occur mid-year. MHPS will use a teacher evaluation plan based on the one that is used at GPS. Teacher effectiveness, based on student achievement and growth, is significantly weighted during the evaluation process.



- **Student Growth (35%):** Student growth is calculated in a variety of ways at MHPS in both mathematics and ELA. Teachers are expected to see their students gain 1.25 years of progress in all measurable areas, including Successmaker Math and Reading, STAR Reading, and Math. Three times a year teachers will meet with administrative staff to reflect on effective teaching strategies, review student data, and review progress toward this goal. In the spring meeting, a year-end summary of growth for each teacher will be included in his or her evaluation.
- **Student Achievement (30%):** The CCSS assessment will be used in grades 3-8 to evaluate teacher effectiveness at MHPS. MHPS will use value-added analysis to compare a student's current performance with his or her own prior performance. Each fall, each teacher will meet with the site administrator to evaluate her or his effectiveness at raising student performance on the annual assessment.
- **Observation of Practice (35%):** A running record of each teacher's action steps that were developed with the academic coach and/or site administrator are logged and reviewed. These records will be accumulated throughout the year and attached to the year-end review. Teachers will be evaluated on their ability to improve on their weekly action steps as well as their receptiveness to live coaching.

### *Teacher Training Content*

Specific teacher in-service and training modules scheduled for the two-week training period prior to MHPS's opening will include:

- The Direct Instruction components of Chris Biffle's Whole Brain Teaching techniques
- The "Prove and Disprove method" of defending answers used extensively at Sixth Street Prep and GPS, within all subject matter. This method expects students to orally explain their understanding of why a particular multiple-choice answer is either incorrect or correct. They are required to produce a written reason to defend their understanding as well. The students participate in critical thinking to solve problems and eliminate wrong answers in a manner that is engaging and challenging. The amount of academic language is significantly higher when students are using the "Prove and Disprove method" as opposed to only solving problems using paper and pencil or simply stating that an answer is correct. While taking the California Standards Test at the schools such as Sixth Street Prep where this strategy was implemented, students laboriously wrote their reasons for why they chose an answer and why the other distractors were incorrect. These schools achieved well above average results as a result of this effective strategy.
- Use of Response to Intervention to reduce referrals to Special Education and to address all students' needs
- The effective use of multimedia to engage students and create curriculum, e.g. PowerPoint slides, that supports the teaching, portable whiteboard tablet for teachers, document cameras, classroom sets of student responders, and video projectors
- Strategies implemented by Sixth Street Prep, Uncommon Schools, and GPS that have proven successful for student engagement and success such as the use of student responders to provide teachers with instantaneous feedback, multisensory cues in the presentation of concepts, *Teach Like a Champion* techniques, and frequent check-ins to provide immediate reinforcement and corrections
- Behavior management strategies designed to increase positive school climate and reduce behavioral referrals that may include daily affirmation chants, uniforms that are exclusive to MHPS, school wide behavioral expectations and acknowledgment of success, both academic and behavioral, during monthly assemblies. The Charter School affirms that no student will be denied admission on the basis of not being able to purchase a uniform. Navigator Schools has adopted a uniform policy that is in compliance with applicable law.

Morgan Hill Prep School teachers will be provided professional development and planning for two weeks prior to school beginning to build the instructional sequence. Instructors from GPS will provide training and coaching in Whole Brain Teaching strategies and curriculum development to the staff. Each week of the school year teachers will be provided with two hours of planning time to continue to develop the instructional sequence, align the curriculum to the standards, and create lessons. Frequent assessments will be used to determine which standards need additional instruction and practice as well as to determine which students will attend after school tutorials.

Teachers will use a common lesson plan format that is organized and aligned to the CCSS in order to maintain consistency. The principal and teachers will be able to verify the effectiveness of each lesson through frequent feedback that includes the following: daily data from student responders, data from monthly standards assessments, data from educational software, administration walkthroughs to observe student performance, video and meeting logs with the academic coach, and teacher reporting. All MHPS teachers will use data to determine the appropriate instruction for their students. If the students are not performing proficiently on the standard, planning time will be used to collaborate and seek out new strategies for teacher effectiveness.

MHPS employees will be trained to use the various technology-based tools by either the staff or the vendor. The technology-based tools used at MHPS will be the following: Interwrite MOBI's, student response systems, laptops, iPads, document cameras, projectors, educational software, walkie-talkies, and Observe 4 Success. The academic coach and/or administrator will determine the ongoing staff development needs in the effective use of the technology-based tools to manage continuous instructional improvement.

MHPS will use the Interwrite MOBI and Pulse 360 student response system to receive instantaneous data from students during instruction. Teachers will have, in real time, the names of the students who have not answered questions correctly. Using built in remediation time, teachers will be able to pull different groups of students daily for small group instruction.

MHPS will use "live coaching" in which the academic coach provides real time feedback and support while the teacher is instructing. This practice has led to incredible improvement in teacher effectiveness at GPS, MHPS's sister school.

MHPS staff will also be videotaped during each weekly observation and given the opportunity to review their own teaching under the guidance of the academic coach and or site administrator. With the use of simple video editing software, the academic coach will easily annotate the video for future viewing by the teacher. These videos will then be used to share with other staff to point out great teaching strategies and common mistakes to avoid.

**Annual Goals and Actions in the State Priorities**

**CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM**  
**CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES**

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan (“LCAP”)

The Charter School will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the Santa Clara County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”

**STATE PRIORITY #1— BASIC SERVICES**

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

**SUBPRIORITY A – TEACHERS**

GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Director of Operations will review credential status and assignments each semester

**SUBPRIORITY B – INSTRUCTIONAL MATERIALS**

GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition

<b>SUBPRIORITY C – FACILITIES</b>	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with the school district or other entity who serves as our facility lessor
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards
<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b>	
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
<b>SUBPRIORITY A – CCSS IMPLEMENTATION</b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in monthly professional development on the implementation of Common Core State Standards
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students will also receive daily instruction in math, science and social studies.
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the CCSS with existing curriculum used to support language development

<b>STATE PRIORITY #3— PARENTAL INVOLVEMENT</b>	
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
<b>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Navigator Schools Governing Board
ACTIONS TO ACHIEVE GOAL	On an ongoing basis, the parents are eligible to apply for Board service and to serve as Governing Board Parent members
<b>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</b>	
GOAL TO ACHIEVE SUBPRIORITY	Initiate ELAC and parent club
ACTIONS TO ACHIEVE GOAL	MHPS administration will work with the ELAC and the parent club to recruit parents to the meetings for each group via flyers, classroom newsletters, and monthly parent meetings
<b>SUBPRIORITY C</b>	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys
ACTIONS TO ACHIEVE GOAL	Annually, MHPS administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation
<b>SUBPRIORITY D</b>	
GOAL TO ACHIEVE SUBPRIORITY	MHPS will co-sponsor at least five community events annually in conjunction with the ELAC and parent club.
ACTIONS TO ACHIEVE GOAL	MHPS administration will meet with leadership of the ELAC and parent club to identify opportunities and events to create and nurture community on campus

## **STATE PRIORITY #4— STUDENT ACHIEVEMENT**

Pupil achievement, as measured by all of the following, as applicable:

- a. California Assessment of Student Performance and Progress (CAASPP) statewide assessment
- b. The Academic Performance Index (API)
- c. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- d. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- e. EL reclassification rate
- f. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- g. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

### **SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS**

GOAL TO ACHIEVE SUBPRIORITY	80% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics and language arts; teacher assistants in classrooms to support instruction and student learning

### **SUBPRIORITY B – API**

GOAL TO ACHIEVE SUBPRIORITY	100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP

### **SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)**

GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
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ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
<b>SUBPRIORITY D – EL PROFICIENCY RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
<b>SUBPRIORITY E – EL RECLASSIFICATION RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies
<b>SUBPRIORITY F – AP EXAM PASSAGE RATE</b>	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
<b>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP</b>	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE

**STATE PRIORITY #5— STUDENT ENGAGEMENT**

Pupil engagement, as measured by all of the following, as applicable:

- a. School attendance rates
- b. Chronic absenteeism rates
- c. Middle school dropout rates (EC §52052.1(a)(3))
- d. High school dropout rates
- e. High school graduation rates

**SUBPRIORITY A – STUDENT ATTENDANCE RATES**

GOAL TO ACHIEVE SUBPRIORITY	MHPS will maintain a 95% ADA rate
ACTIONS TO ACHIEVE GOAL	MHPS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.

**SUBPRIORITY B – STUDENT ABSENTEEISM RATES**

GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year unless excused by a doctor
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance Policy

**SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES**

GOAL TO ACHIEVE SUBPRIORITY	MHPS will maintain a 0% dropout rate in middle school.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance Policy. Students and families will be provided additional support should grades or attendance become an issue.

**SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES**

GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE



<b>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
<b><u>STATE PRIORITY #6— SCHOOL CLIMATE</u></b>	
School climate, as measured by all of the following, as applicable:	
<ul style="list-style-type: none"> <li>a. Pupil suspension rates</li> <li>b. Pupil expulsion rates</li> <li>c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>	
<b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	MHPS will maintain an annual suspension rate of less than 1%
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Social Emotional Wellbeing component of our charter which outlines our classroom management and behavior approach. Principals work with teachers and families to manage student behavior issues and concerns
<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	MHPS will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Social Emotional Wellbeing component of our Charter which outlines our classroom management and behavior approach. Director of Student Services and Principals work with teachers and families to manage student behavior issues and concerns
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
GOAL TO ACHIEVE SUBPRIORITY	MHPS students and staff will adhere to the School Safe Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills

<b>SUBPRIORITY D</b>	
GOAL TO ACHIEVE SUBPRIORITY	MHPS families will attend various community building events and activities throughout the year.
ACTIONS TO ACHIEVE GOAL	MHPS will host at least five community events annually in conjunction with the ELAC and the parent club.
<b>SUBPRIORITY E</b>	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community on campus, and within their classroom community
ACTIONS TO ACHIEVE GOAL	MHPS administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging enrichment opportunities will further enhance students' sense of belonging and community
<b><u>STATE PRIORITY #7— COURSE ACCESS</u></b>	
<p>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter, which provides a broad course of study.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
<b><u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u></b>	
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
<b>SUBPRIORITY A – ENGLISH</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.

ACTIONS TO ACHIEVE GOAL	All students participate in MHPS’s English language arts course, which includes guided reading, writing, and language development programs 5 days per week. Instructional strategies implemented throughout reading /writing instruction: small group work; one-to-one conferring; reading intervention program; speaking skills to present information; narrative and response to literature; consultation with the special education staff; and collaboration with colleagues to support student learning goals
<b>SUBPRIORITY B – MATHEMATICS</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students participate in a math course 5 days per week. Instructional strategies implemented in math course include: focused and designed instruction; spiraling math curriculum; small group work; one-to-one assistance; peer support; adaptive math software; consultation with the special education staff; and collaboration with colleagues to support student goals and learning.
<b>SUBPRIORITY C – SOCIAL SCIENCES</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations; computer based information (articles, videos); field trip experiences; debates, and hands-on projects.
<b>SUBPRIORITY D – SCIENCE</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.

ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach using the Next Generation Science Standards or presently approved state standards, students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
<b>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in visual and performing arts.
ACTIONS TO ACHIEVE GOAL	Students will be provided enrichment courses at the end of the day that focus on visual and performing arts. Core classwork will integrate visual and performing arts when applicable.
<b>SUBPRIORITY F – PHYSICAL EDUCATION</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in physical education
ACTIONS TO ACHIEVE GOAL	<p>Using the CA physical education standards or presently approved state standards, students will develop an understanding of physical education. With 100 minutes of instruction weekly students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>2. Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</li> <li>3. Assess and maintain a level of physical fitness to improve health and performance.</li> <li>4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</li> <li>5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</li> </ol>
<b>SUBPRIORITY G – HEALTH</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in health education

ACTIONS TO ACHIEVE GOAL	Using the CA health education standards or presently approved state standards, students will receive health education instruction during P.E. classes and integrated through science courses.
<b>SUBPRIORITY H – FOREIGN LANGUAGES</b>	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
<b>SUBPRIORITY I – APPLIED ARTS</b>	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
<b>SUBPRIORITY J – CTE</b>	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
<b>SUBPRIORITY K(1) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate an understanding of their actions, how these affect their surroundings and the ability to work with others.
ACTIONS TO ACHIEVE GOAL	All students participate in classroom dialogues and discussions, community activities, student leadership, and classroom decision making processes. By integrating literature and dialogue, students are able to engage in the development of classroom rules and expectations while participating in a democratic process
<b>SUBPRIORITY K(2) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate social responsibility by working to improve their school and community environments
ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in various community service activities including beach cleanup days. The MHPS garden serves as another vehicle whereby students are exposed to the concept of ecological responsibility and awareness.

## **How the Instructional Program Meets the Needs of Diverse Learners**

MHPS anticipates that there will be a significant percentage of newly enrolled students who are socio-economically disadvantaged, students who are not performing at grade level, special education students, English Learners, gifted, or a combination of any subcategory. In response to this diverse population that represents Morgan Hill Unified School District, we provide a variety of supports that will ensure that each type of learner is able to make excellent academic gains. This includes a variety of both in-class and during the school day interventions that are designed to provide daily feedback by way of progress monitoring and achievement checks. We believe that all students benefit from MHPS's design that keeps a focus on the student data which reveals the performance skills of its students.

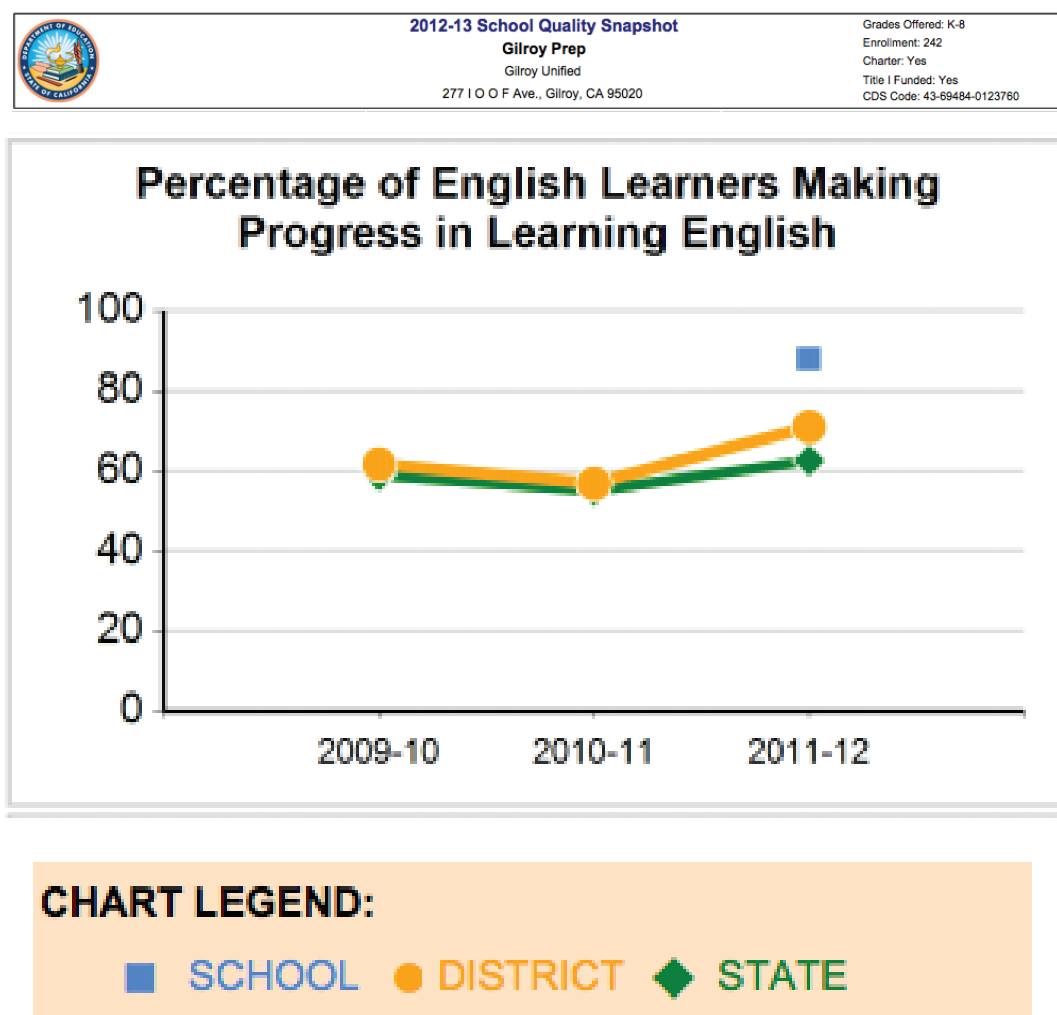
Additionally, MHPS will have a longer school day which allows for increased academic support. This includes practice such as grouping by ability levels, using adaptive educational software, and our primary focus of using of engaging teaching techniques that provide all students with the instruction they need.

## **English Learners**

### *Overview*

The educational program designed by Navigator Schools has been shown to be extremely effective in developing the language ability of English language learners. The same sound program will be implemented at MHPS. The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The charts below (Source: California Department of Education) demonstrate the effectiveness of the ELD program to be utilized:



One of Navigator Schools' core beliefs is that both the CCSS language arts standards, and the skill of reading is the gateway to excellent language and vocabulary development. In schools across California, reading is the area that students tend to score lowest on the CELDT. At MHPS all students will receive leveled, small group guided reading daily in grades K-8.

From our experience and in drawing on the research available, a focus on reading, writing and oral language development is critical to ELD progress. Because our students have an extended school day, each student participates in an additional 30 minutes of scaffolded reading, writing, speaking and listening activities every day throughout the school year.

MHPS will meet all applicable legal requirements in serving its EL students as they pertain to annual notification of parents, an English Learner Advisory Committee ("ELAC") the meets mandated requirements annually, student identification, placement, program options, EL and core content instruction, teacher qualifications (CLAD) and training, re-classification to fluent English proficient status, monitoring and evaluation of program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

EL students at MHPS receive ELD lessons within the regular school day as well as small group, targeted language development. All teachers, including those who will oversee the development of EL students at MHPS, will be CLAD certified as a part of their Preliminary Teaching Credential. All preliminary credential holders will participate in BTSA in order to clear their credential.

As a part of the instructional design, teachers will implement Specially Designed Academic Instruction in English (“SDAIE”) strategies to support the educational mission of MHPS. EL students will be assessed daily to measure their progress in language development, which will allow the teachers to identify areas of proficiency along with potential needs. Some options for additional support include: small group pullout by a certificated teacher, the use of Blended Learning software, additional time allotted for independent or guided practice, and ultimately an intervention plan to aid the particular student in achieving proficiency of the English language.

As an additional support to our EL student population, MHPS plans to connect closely with parents to determine activities that could be brought on to the school campus in order to celebrate and acknowledge the cultural and linguistic diversity of our students. Possible examples include, but are not limited to: student clubs, dances, gatherings, and significant holiday events. We will work closely with local community leaders and the parent organizations to help inform our practice of involving all families.

Based on the enrollment patterns of the other elementary schools in the downtown area of Morgan Hill as well as specific recruitment efforts, MHPS estimates that 40-60% of its student population will be English learners. Achieving high levels of success in this demographic of the student population will be instrumental to ensuring the adherence to the school mission.

### *Identification and Assessment*

#### **Home Language Survey**

MHPS will administer the home language survey upon a student’s initial enrollment (on MHPS enrollment forms).

#### **CELDT Testing**

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. The thirty-day requirement applies to students who are entering a public school in California for the first time or who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment. MHPS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.



## LISTENING, SPEAKING, READING AND WRITING ASSESSMENT (CELDT)

The purpose of the CELDT is: (1) to identify new students who are ELs, in kindergarten through grade twelve; (2) to determine their level of English proficiency; (3) to monitor their progress in learning English on an annual basis; and (4) to determine when students have met one of the criteria to be reclassified to FEP status.

### INITIAL IDENTIFICATION OF STUDENTS

Legal guidelines clarify that, an EL is a K-12 student who, based on objective assessment (the “CELDT”), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

At MHPS, the determination of whether or not a student is designated as an English Language Learner or Fluent English Proficient (“FEP”) will be based upon the score received on the CELDT and the most recent standardized test score (when available.) Different criteria apply to students in grades K-1 as compared to students in grades 2-5.

### GRADES K-1

Grades K-1 students who are orally proficient in English based on the CELDT will be assigned the status of fluent English speaker and placed in the regular academic instruction program. Students designated as EL based on the required score on the CELDT shall be placed in the appropriate ELD academic setting.

### GRADES 2-5

Students enrolled in grades 2-5 will be designated as English Language Learner based on their overall scaled score on the CELDT.

### Ongoing Assessment

Each English Learner will be evaluated daily, each unit, and annually using the CELDT. Some of the following are examples of assessments to be used to measure EL progress:

- CELDT
- SBAC
- Daily ELA assessments
- Unit interim assessments
- Software assessments

In order to meet the MHPS goal of grade-level proficiency by second grade, we must help our EL students reach early advanced / advanced levels on the CELDT in language proficiency in three years. We believe that the key to becoming fluent English proficient is the rigorous data-driven cycle used by MHPS to measure students daily, weekly and monthly, modify classroom practices, and provide students with additional instruction.

## Formative Testing

Students will be assessed daily during both ELD and ELA blocks. Teachers will gain input on the language development of their students and the assessment will also provide teachers with information regarding specific language skills that they need to address and practice. Additional assessments (including federally mandated and informal school practices) will be administered to determine the specific language learning needs of the student (i.e., phonemic awareness, phonics, fluency, vocabulary, grammar, and receptive and expressive language ability) in order to create a plan to best meet the student's needs during both core classes and additional instructional times.

## Reclassification Procedures

When an English Learner student demonstrates adequate oral and academic English skills, a recommendation for reclassification (able to succeed in oral and academic English language situations) can be made. There will be a consultation with the student's parent or guardian, including an interview or written communication regarding the reclassification process, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Each former EL student who has been reclassified to Redesignated Fluent English Proficient ("R-FEP") has demonstrated English-language proficiency comparable to that of the average native speaker.

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

1. The student has been enrolled in the Charter School for at least one year and is in grade 3 or higher.
2. A CELDT overall score of 4 or 5. Only one subtest may be a 3.
3. Students in grades 3 – 8 must have a scaled score equivalent to a 325 (CST) on the Smarter Balanced Assessment in ELA (there is currently no information regarding the manner in which the SBAC will be scored).
4. Students in grades 3 – 8 must demonstrate average classroom performance in the English curriculum as evaluated by the teacher. The student needs to obtain a 75% or better in all content area classes. The current grade level core teachers must agree with the reclassification.

## Follow-up Procedures

The progress of students who have been reclassified will be monitored for two years following the reclassification.

### *Strategies for English Learner Instruction*

MHPS anxiously awaits the next state ELA adoption that will blend CCSS with the 2012 ELD standards. Once adopted, MHPS staff will conduct a thorough review of the adopted programs in order to best support ELs. In the meantime, MHPS will continue to implement the effective, proven strategies in all classrooms that are listed below.

## **In-Class Support**

In addition to targeted ELD time in the classroom, EL students will receive instruction in mainstream classes as all MHPS teachers will have the specific training in the use of effective teaching strategies for this population. Teachers will be trained to use SDAIE strategies, as well as other effective strategies including but not limited to graphic organizers, sentence frames, partner talk, as well as explicit and specific vocabulary development. Interventions and strategies appropriate for English Learners will be implemented throughout the day. EL students will participate in core academics and will receive additional English Language instruction as necessary for remediation during the regular instructional day. In line with direction from the California State Board of Education, the standards are not altered for English Learners because doing so would deny them the opportunity to achieve them. Instead, support is given to them so that they may meet the standards. Such in-class supports include but are not limited to:

### **Leveled Sentence Frames for all instructional content**

Instructional slides in the core subject matter include leveled sentence frames targeted towards oral language development for ELs in the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels of English Learners. For example, when discussing a skill or concept, students pair share using the leveled sentence frames. (See Appendix D for leveled sentence frame examples.) These frames allow for the introduction of new language and syntax that is paired with their daily instruction. Additionally, they provide all EL students with constant oral language practice throughout the day. There is a significant correlation between oral language and reading comprehension and writing ability in EL students. Classrooms with significant EL populations should focus extensively on using oral language to summarize and analyze stories. Genesee, Lindholm-Leary, Saunders and Christian (2006) concluded that one explanation for the 5-7 years, which EL students often take to master academic language is that insufficient attention is paid to the oral language development of students, especially in the late elementary school years. MHPS will focus extensively on oral language development, both expressive and receptive, at the same time as focused reading instruction is conducted.

### **Scaffolding During Direct Instruction: “I Do, We Do, You Do”**

English Learners require additional modeling to gain understanding. At MHPS, teachers use the gradual release of responsibility model during small group and direct instruction. The teacher begins by introducing a concept and modeling a sample. The following is one scenario for this: the teacher will ask her second grade students, “What is a verb?” Then she will have the class mirror her and repeat and copy her gesture as she gives the definition: “A verb is an action word. For example, run is a verb because it is an action word; you can do it. I can run.” After modeling and providing an example for the class, the teacher will guide the students in using leveled sentence frames to generate further examples (“We Do.”) Finally, students will work independently and in partners to provide their own examples orally and in writing (“You Do.”)

### **Content Area Interactive Instruction to Increase Academic Language Proficiency**

A combination of direct instruction with interactive instruction is more effective than one or the other. MHPS’s ELD block focuses on direct language instruction in small groups. Our teaching strategies focus on interactive activities using small cooperative groups, providing a context for extensive discussion of academic language. Stoddard et. al. found high value in integrating content and academic vocabulary. These skills will also be further enhanced through the integration of strategies from Whole Brain Teaching, which focuses on vocabulary development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with EL students.

## **Explicit and Specific Academic Vocabulary Development**

In language arts, EL students have weekly academic vocabulary words that are explicitly taught. The teacher begins by telling the class a story in which he or she uses the academic vocabulary word a number of times and provides context clues that hint at the word's meaning. The students must use the context clues to guess the "secret word," as well as the word's meaning. After that, the class works together to generate synonyms and antonyms for the word when appropriate. The teacher then uses the "I Do, We Do, You Do" model to practice leveled oral language sentence frames. Students generate their own sentences using the academic vocabulary words and write them in their vocabulary journals. This model is also used daily to provide students practice with irregular verbs and tenses.

## **Spiral review / preview of content**

Opportunities for repeated exposure to academic vocabulary are critical for acquiring language for EL student success. Brain research has proven that children need between ten and twenty experiences with a concept, problem or vocabulary to internalize and convert learning to long-term memory. Spiral review provides these opportunities while previewing content and front-loading vocabulary, thereby increasing comprehension and learning.

## **Prove / Disprove**

This instructional strategy, pioneered at Sixth Street Prep, provides EL students abundant oral language development opportunities. Students are required to verbally rationalize correct and incorrect answers using specific front-loaded vocabulary. This strategy has been exceptionally effective in bringing students' oral language proficiencies up according to data from Sixth Street Prep, Eliot Elementary School and GPS.

## **English Language Arts with Appropriate EL Accommodations**

The report of the National Literacy Panel (August & Shanahan, 2006) contains a comprehensive and rigorous synthesis of the research on developing literacy in second language learning children and youth. One of the major findings in the report is that instruction that provides substantial coverage in the key components of reading identified by the National Reading Panel (NICHD, 2000) - phonemic awareness, phonics, fluency, vocabulary, and text comprehension has clear benefits for language-minority students. MHPS's literacy approach is a scientifically-based reading program that incorporates these five key components. The panel also found that instruction in the key components of reading is necessary, but not sufficient, for teaching language-minority students to read and write proficiently in English. Recent research (for example, Vaughn, Mathes, Linan Thompson & Francis, 2005) has demonstrated that to demonstrate significant gains, appropriate accommodations must be made to:

- Provide effective reading interventions that are systematic, explicit and intense (i.e. are provided in small groups or individually).
- Provide instruction in the critical elements of beginning reading including phonemic awareness, phonics and word study, fluency, writing and comprehension strategies can have significant results.
- Increase the oral language comprehension of ELs.

This approach is supported by the work of Vaughn et. al (Vaughn et. al, 2005), who designed a rigorous English Language Literacy intervention program adding a set of language support activities appropriate for EL students. Their language support activities were similar to MHPS's, explicit vocabulary and grammar instruction, and extensive oral language instruction and practice.

## Leveled reading groups

EL students at MHPS will receive daily, leveled small-group reading instruction for at least forty minutes. In the early grades, instruction will focus on phonemic awareness, phonics, fluency, and comprehension. MHPS's literacy approach incorporates current research on teaching children to read in a second language by providing scientifically-based reading instruction, small group interventions based on on-going assessment, and accommodations for EL students such as those recommended by the National Literacy Panel. This type of leveled grouping and instruction will create an environment that allows EL students to be much more successful and receive instruction at the appropriate instructional level. In addition, the smaller groups will allow the teacher to meet the individual needs of each student and differentiate instruction according to their academic abilities and needs. MHPS students will receive a minimum of 45 minutes per day of leveled reading. In the upper grades, the leveled reading groups will focus on vocabulary, comprehension and analysis.

## ELD Direct instruction

Until the state adopts new materials that support both the CCSS and the 2012 ELD adopted standards, ELs will be leveled based on literacy assessment results, taking into account EL students' English linguistic proficiency. English Language Development Instruction (ELD) grouping will be based on ELD assessments. It is important to provide EL students with both literacy instruction that is based on literacy criteria and second language development instruction that is based on language development criteria. These two areas often overlap, however it is critical to distinguish between them in order to provide EL students with both a rigorous literacy instructional program and one that builds their developing abilities in both oral and written academic English across the content areas.

Using the Language for Learning Series from SRA, an explicit instructional approach entailing scripted lessons, signaled responses, immediate error correction, cumulative review, and mastery learning will ensure mastery of state ELD standards. The Language for Learning Series is an ELD program that draws upon the direct instruction model of teaching, and it will be used on a rotational/center basis daily during the school day when appropriate for students in kindergarten and first grades. Students will be assessed formatively every ten days using the in-program assessments.

Based on assessment data, the Principal and teachers may create a more intensive instructional plan for each student identified as an English language learner if it is determined that additional instructional time is needed. The Language For Learning curriculum will be adopted to meet the needs of EL students who need more specific intervention until they gain the skills necessary to make academic gains and be reclassified R-FEP, as determined by the frequent data collected on their performance in listening, speaking, reading and writing.

EL students will be re-evaluated with the CELDT test each fall until re-designated as English Language proficient (RFEP). The student's CELDT score will be used to determine which Language for Learning small group they will participate in. Students scoring a one or two will work on Language for Learning. Students scoring a three will work on Language for Thinking. Students scoring a four or five will work on Language for Writing. Small groups will be held every day for at least thirty minutes. Each group will be ten students or less with one certificated teacher.

CELDT Score	Language for Learning Program
1 or 2	Language for Learning
3	Language for Thinking
3 or 4	Language for Writing

It is also important to make sure that EL students are not segregated into linguistically homogenous groups. ELD time will be the only time where EL students are grouped by language proficiency, with no more than two levels of English linguistic proficiency in each group in order to ensure targeted instruction in ELD. At other times, language proficiency is a factor taken into account for instruction, but not for grouping. Grouping outside of ELD will be heterogeneous in order to provide EL students with English language models and opportunities to practice using academic English with other students.

Because oral language development is so critical to reading comprehension and content area learning, MHPS's ELD block will incorporate an intensive focus on oral language. Additionally, we will focus on explicit academic vocabulary instruction and providing students with increased and scaffolded opportunities to talk in the classroom using academic language and provide students with explicit instruction in the linguistic features of academic English. These objectives will also be assessed through formative assessments. These assessments will provide MHPS and the students with data to measure their progress.

### *Technology to Provide Additional EL Support*

The use of technology for teaching EL student's vocabulary and aiding oral fluency is effective. These exercises are effective in areas like initial vocabulary acquisition for ELs and we plan on using programs like KidBiz, Lexia, SuccessMaker Reading, Accelerated Reader and other software apps for these purposes. MHPS students will also use audio books to help support language development through listening and vocabulary development.

### *EL Professional Development*

Excellent instruction is the foundation of EL growth. MHPS's intensive professional development model with ongoing mentorship is crucial to high performance. Professional development that is directly related to the curriculum teachers' use and that provide sustained, hands-on support is the most effective. For our ELD block, MHPS is investigating professional development from organizations like the California Reading and Literature Project to help teachers develop methods of teaching ELD effectively. For on-going professional development in integrating ELD strategies into literacy and language development for EL students, MHPS is presently considering Project Guided Language Acquisition Design (GLAD), based on their rigorous hands-on approach and extensive validation studies showing significant gains relative to comparison groups. Each teacher at MHPS will be thoroughly trained in the usage of SDAIE and Whole Brain Teaching. These strategies have already been demonstrated to be highly effective in regards to EL students' academic achievement. The implementation and usage of these strategies will be expected throughout the campus and each classroom. Morgan Hill Prep School staff will participate annually in SCCOE ELD Professional Development training.

Intensive mentoring and interim assessments are extremely important to creating behavior changes in teacher's instructional practice. MHPS's Academic Coach will be committed to mentoring teacher to help develop better ways to scaffold and augment their instruction for EL's. This capacity building model will ensure that the strategies presented in professional development activities provide by internal and external experts will be implemented effectively in classrooms and sustained over time.

### *Program Effectiveness*

The MHPS goal of having every student on grade level by second grade will be the primary means of determining the effectiveness of our approach with EL students. This goal will be measured by academic proficiency on NWEA's Common Core-aligned MAP assessments three times per year, California's Smarter Balance assessment and unit interim assessments. Our monthly assessments are correlated to grade-level benchmarks on the Smarter Balance/Common Core Assessment, and will provide monthly feedback on how our students are progressing towards this goal. As described above, these assessments will be used to drive changes in classroom instruction and in individual student interventions. As a school with a comprehensive professional development plan and Academic Coaches who are able to mentor other teachers, we will make significant improvement every year in both our general classroom teaching for EL students and our ability to diagnose and intervene with our most challenged EL students since we do have both formal and informal types of assessment that are used on a daily and weekly basis prior to our end of unit interim assessments.

### *Notification of Assessment Results / Initial Identification*

The parents/guardians of students with a primary language other than English shall be notified of the English comprehension and primary language assessment results completed for the initial identification. The notification shall be in English and in any language which is spoken by 15 percent or more of the students in the Charter School, as determined by the Home Language Surveys. This information shall be communicated orally when a written letter is not understood or orally translated into another language if needed.

This written notification will be done on an annual basis and will invite parents to a meeting to do the following:

- Inform parents that they have chosen to enroll their children in a charter school with an English immersion program.
- Parents will be provided with a full written description of the structured English immersion program, which includes the educational materials to be used.
- Inform parents that they have a right to visit the program and to withdraw their student from the program through a waiver.
- Inform parents of their rights to participate in the School Meeting.

Once completed, the initial identification process will not be repeated unless the parent/guardian claims there is an error.

### *Participation*

Parents are encouraged to participate in any and all school activities, including but not limited to:

- MHPS Parent Advisory Council / ELAC
- Volunteering in classrooms and Independent Learning Lab
- Navigator Schools Board Meetings
- Parent/Family Meetings

Parents concerned with their child's progress or group placement can call for a meeting with the teachers and administrator.

## Community Meetings

MHPS will have regular ELAC and Parent Action Committee meetings, which are intended to keep the parents and families of MHPS informed and empowered. These meetings will be coordinated by the Principal and along with other school information presented to the community, will advise on programs and services for English Learners. During the meetings, the parents will be informed of programmatic and assessment issues that affect EL students and will also be informed about the programs, funds, and strategies that are being applied to these students. MHPS intends to involve parents, staff, students, and/or community members in developing, implementing, and/or evaluating programs for English learners. Communication with the parents of EL students in their primary language is essential to encourage support and involvement. To support this communication, the school will provide translations of major documents, notices, public meetings, and workshops for parents in Spanish.

MHPS will follow all applicable laws in serving its EL students. MHPS will follow the California Department of Education guidelines to ensure that the program operates in absolute compliance with guidelines. Structurally, MHPS runs a full-inclusion program for our EL students. EL students will not be in sheltered or bilingual instruction classes at MHPS. From the first day of school, EL students will be immersed in English by full inclusion in the classroom with small group and individual customized language support they need to learn and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. All MHPS teachers will be CLAD certified.

At Navigator Schools all of our students are special and unique. We encourage diversity, tolerance, scholarship and inclusion. Through poetry, drama, music, guest speakers, games, cultural celebrations and art, our students understand how valued their unique heritage and culture is.

### *Monitoring and Evaluation of Program Effectiveness*

The Charter School evaluates the effectiveness of its education program for ELs by:

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



## **Academically Low-Achieving Students**

MHPS has a well-defined RTI plan to address the needs of academically low-achieving students. Response to Intervention describes both a service delivery model and eligibility criteria for specific learning disability (IDEA 2004). In a report prepared by the National Joint Committee on Learning Disabilities (2005), the Committee identified three core components of RtI: (1) Application of scientific, research-based interventions; (2) measurement of student's response to these interventions; and (3) use of RtI data to inform instruction (Tom Green). The term RtI also describes an eligibility criterion for special education. This criterion is found in IDEA 2004 Sec 614(b)(6)(B). The law states: "In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures."

### *RtI Rationale*

Navigator's discontent with the IQ-Achievement model as a means of identifying students with learning disabilities stems from three major deficiencies with this model:

1. The unreliability of discrepancy scores.
2. The inability of IQ scores to predict student potential.
3. High misidentification rates.

Along with these deficits, the IQ-Achievement model usually identifies student *after* they have experienced academic failure. This remedial approach to intervention stymies more preventative measures and frustrates service providers who are forced to wait for students to fail before intervening. In *Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children*, Torgeson (1998) summarizes the research base that echoes these frustrations, "One of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely catch up...And the consequences of a slow start in reading become monumental as they accumulate over time (pg. 1)." Instead of a remedial approach to intervention, RtI focuses on the prevention of learning difficulties by providing early intervention *before* students experience academic failure. With mounting evidence from both basic and applied research indicating the effects of a remedial approach to service provision and special education eligibility criteria, the preventative approach employed by RtI seems a more viable alternative.

## **Core Components of RtI**

RtI describes a team-based, systematic process where staff provides early intervention. The efficacy of this instruction is assessed using frequent progress monitoring, which in turn informs decision-making. The most frequently used service delivery model is the three-tiered model. In Tier 1, general educators use a research-based core curriculum. This first level should ideally provide adequate instruction for 80% of students. If a student does not respond to this primary intervention, the student receives Tier 2 services. Tier 2 services supplement the core curriculum and provide students with extra practice in letter-sound correspondence, phonological awareness, fluency, vocabulary, and comprehension. Tier 2 interventions can either be provided in a general education or in a pullout setting, supporting 10-15% of students school-wide. If a student receives Tier 2 services and continues to need support, as measured by frequent progress monitoring, the learner moves to Tier 3. When a student moves to this level of service and does not continue to make progress, a special education evaluation is conducted to determine eligibility for formal special education services.

## Other Potential Benefits of RtI

RtI has many potential benefits for student from diverse economic, linguistic, and cultural backgrounds. This model promises to provide equitable access to standards based curricula for *all* students and reduce identification of students with learning difficulties. For example, students with diverse backgrounds are often overrepresented in special education, and this model could help ameliorate this longstanding problem. In the article *Cultural Considerations with Response to Intervention Models*, Klinger and Edwards state, RtI has dramatic implications for culturally and linguistically diverse students who historically have been disproportionately overrepresented in special education programs...RtI models hold promises for preventing academic failure by providing support for culturally and linguistically diverse students before they underachieve.

Not only can RtI help increase equity in schools, it may also promote collaboration and shared responsibility between service providers. RtI, when preceded by an equalization of funding, training, and support, may help break down the historical barriers between general education and special education. This approach also offers general educators the ability to use instructionally relevant data beyond standardized test scores. Teachers and staff members could utilize a variety of assessments, including curriculum-based measurement, district-wide benchmarks, and teacher created measures to assess student growth.

### *MHPS's Response to Intervention Model*

Revisions to the Elementary and Secondary Education Act (NCLB) and the Individuals with Disabilities Education Act specifically allow coordination of all general education, categorical and special education services. Although the state of California still uses a traditional, separated categorical and special education organizational structure, federal law and implementing regulations, along with precedent in other districts in the state of California are currently interpreted as allowing coordination of services under Response to Intervention. The MHPS Response to Intervention model is intended to systematically coordinate regular and special education assessment and services to below grade level students. The purpose of the model is to provide 3-tiered assessment, intervention, and support to all at risk students as early and effectively as possible, consistent with the Response to Intervention model. The expected outcome is that, over time, more students would progress from at risk status to functioning within a normal range for grade level standard, and far fewer students would ultimately need formal special education assessment and service. This model is also intended to address the achievement gap of below grade level English Language Learners, Learning Disabled students, economically disadvantaged students, and students of color to the achievement of white, Asian, or otherwise English speaking, economically advantaged students. A growing body of research supports the contention that coordinated, intensive, early intervention promotes advanced, equitable student achievement and saves money over time

The Response to Intervention model is designed to coordinate assessment, instruction, and evaluation and coordinate all available support and instructional services for below grade level students. It is designed to make more efficient use of existing resources- time, money, materials, expertise, and staff – to better address the needs of below grade level students. All of the individual programs necessary for implementing Response to Intervention exist in current practice. All necessary funding, programs, access to training and staffing are currently available under existing law. Assessment, instructional strategies and materials, schedules and groupings, and Response to Intervention Team makeup may vary from site to site depending on the instructional needs of the students and the expertise of the staff.

## Essential Elements of Response to Intervention

There are, however, several necessary elements of the educational program that are essential to successfully implementing this model, including:

1. **Consensus Building:** A professional, institutional commitment to all students meeting or exceeding grade-level standards. Staff must truly believe and be willing to put into practice the belief that all students are capable of meeting or exceeding grade level standards.
2. **Universal Screening and Progress Monitoring:** The use of data-driven decision-making to inform instructional decisions, allocation of resources, and instruction. Staff must initially assess all students upon entry into school, and assess student progress on an ongoing basis, at a minimum three times per year, collect the data, analyze the results, and design instruction to meet current student need.
3. **Early Intervention:** A commitment to systematic early literacy instruction. Intervention must begin at the earliest possible opportunity, in most cases upon beginning Kindergarten. An extended or full day Kindergarten program is essential for full implementation of the model. Kindergarten and primary grades staff must be trained in and provide highly effective pre-literacy and literacy instruction. Support staff, both remedial and special education, must be trained to provide effective and developmentally appropriate assessment and instruction at the Kindergarten and primary levels.
4. **Collaboration between all instructional staff.** Regular classroom teachers, remedial and support staff, and special education staff must meet regularly to examine assessment data, determine appropriate instructional strategies based upon that assessment data, develop plans and schedules for instructional groupings, and re-evaluate progress on a regular basis.
5. **Understanding that support and instruction for at risk students must supplement, not supplant regular classroom instruction.** Response to Intervention suggests a 3-tiered model for support. Optimal support and intervention for below grade level students starts in and continues in the regular classroom. Regular classroom teaching staff must commit to differentiating instruction to most effectively address the needs of below grade level students in the regular classroom. If additional support and instruction by support and special education staff is needed, or if special education services are warranted, differentiated instruction must continue in the classroom in coordination with support and special education services. All at risk students should receive basic skills instruction in the regular classroom, by support staff, and in an extended day setting. For greatest impact all of these services should be coordinated.
6. **Commitment to long-term professional development.** Current staff seldom has the professional knowledge to fully implement all aspects of an effective instructional program for below grade level students. The school as an institution must commit to identifying effective instructional strategies and providing the professional development to train staff to use those strategies.

## The Response to Intervention Team

The work of the Response to Intervention program is guided by a Response to Intervention Team. This team oversees the assessment of all students upon entry into the school, determines need for all students assessed as below grade level, assigns services and develops schedules, and monitors progress. The Response to Intervention Team consists of the site principal, academic coaches and all support staff, general education classroom teachers, and any and all staff providing direct instruction or service to below grade level students. In essence, the RtI team could be any member of the school staff that directly works with MHPS students.

The Response to Intervention Team meets regularly to guide the work. The meeting time is essential to train, assess, analyze data, determine instructional needs, obtain materials, and develop schedules and instructional groupings and assignments. The Response to Intervention Team also functions as the core of the school Student Study Team. The Student Study Team focuses on individual at risk students within the greater context of the whole school Response to Intervention program. This focus fosters collaboration between the regular classroom and all support and special education staff and services. Student Study Team forms are included in the charter document to provide specific examples of the restructuring of the Student Study Team under the Response to Intervention model.

### *Assessment-Universal Screening and Progress Monitoring*

All students are assessed upon initial enrollment in school. Subsequent assessments are done daily, weekly, monthly and yearly to monitor progress, inform instructional decisions, and guide grouping and scheduling decisions. Assessment tools include daily assessments or exit tickets, weekly unit tests, ST Math, Successmaker Math and ELA, benchmark ELA and math tests, AR points, reading fluency, CAASPP test data, CELDT data and NWEA Map testing data.

### **Eligibility Criteria**

All students assessed and determined to be below grade level based upon the data from the multiple assessment tools are eligible for services under the Response to Intervention model. The Response to Intervention Team uses current assessment data to determine need based upon relation to grade level standard, to develop instructional and support strategies, and as the next priority to determine eligibility for formal special education services.

### *Provision of Services-Instructional Strategies and Materials*

MHPS model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. For students determined upon initial assessment to be below grade level standards, the Response to Intervention Team employs the three-tiered approach and determines appropriate service and staffing. Delivery of service is in the least restrictive, most appropriate setting- general education classroom by the general education classroom teacher, general education classroom supported by additional pullout instruction, both augmented by extended day instruction. Instructional strategies will include best practices as determined by the Response to Intervention staff. This approach requires a very high degree of collaboration and coordination between the general education classroom teacher and support staff. Regular grade level planning team meetings, staff meetings, and Response to Intervention team meetings may be used to support the collaboration necessary to plan coordinated instruction. Monthly interim assessment results are analyzed to identify students who are failing to make adequate progress.

The first tier of intervention is in the classroom. Guided reading groups will be used to deliver more individualized objectives during normal classroom instruction. MHPS will have additional tutorial time available during the extended day portion of school. The second tier of intervention MHPS will be a daily small-group intervention with a group of students with similar needs, focused on goals from each student's RtI Plan. If classroom modifications and other tiered interventions fail to help a student make adequate progress, they enter the Student Success Team ("SST") process. Providing these three levels of intervention allows MHPS to serve the most struggling readers more effectively than traditional elementary schools.

### **Tier 1 General Education Classroom**

Regular classroom reading programs use a balanced literacy approach with guided leveled reading in addition to a variety of Direct Instruction programs. Regular classroom math programs varied math curriculum, supplemented by a variety of teacher-created curriculum. Tier 1 interventions include increased frequency small group instruction in the labs.

### **Tier 2 Continued General Education Classroom instruction supplemented by support services instruction**

MHPS offers all students the opportunity to participate in our leveled small groups exactly at their current level of instruction. Students may spend extra time in the library and a computer lab. The library has a full-set of leveled books where students can read independently at their just right level (the top of their independent reading level) as well as at computers running a learning management system that allows students to access instruction at exactly their current level of understanding. Students may be prescribed extra time on a specific software program to increase practice opportunities.

### **Tier 3 The Response to Intervention Model and Special Education**

MHPS will continue to provide increasingly more intensive intervention to students who are not making adequate progress in tier 2. Student-teacher ratios decrease significantly at this level, as does the frequency of progress monitoring. At MHPS we will have students receiving 1:1 instruction for certain time periods to increase skill levels. Referral for assessment for eligibility for formal special education services may be made by the Response to Intervention Team meeting as a Student Study Team at whatever point the team determines that failure to respond to intervention warrants such a referral. On the other end of the spectrum, students who make progress towards meeting grade level standards may be moved to less intense instruction.

The Response to Intervention model is consistent with the program requirements of recent revisions to IDEA, Federal Special Education law and policy, and implementing regulations. The state of California has not yet adopted regulations consistent with Federal law, but expert advice in the field counsels us not to wait for these regulations. Districts all over the state are successfully, legally implementing Response to Intervention models.

The Response to Intervention model provides a coordinated process for effectively moving students out of special education services to less restrictive settings. Upon meeting or exceeding grade level standard, students are moved to transition support service and monitored by the Response to Intervention Team as they receive instruction solely in the regular classroom. The Response to Intervention Team maintains assessment data on all students served to insure student success and to analyze data to determine effectiveness of the instructional strategies and materials used. The Response to Intervention Team is also responsible for insuring compliance with all special education and English Language Learner legal requirements.

## Special Education Caseloads and Instructional Settings

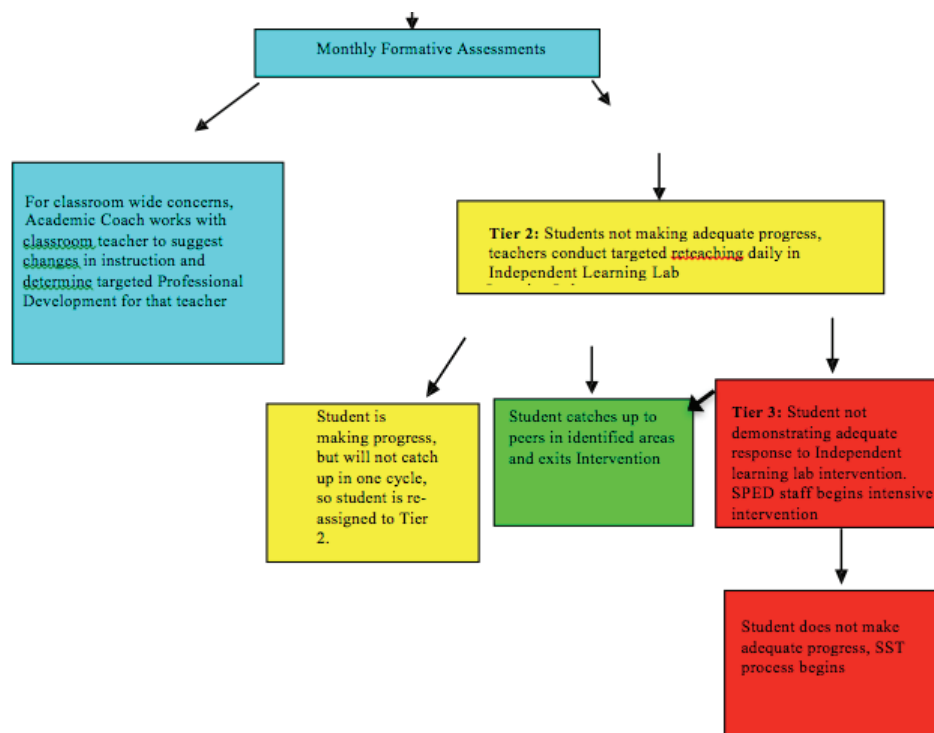
Under the Response to Intervention model, special education staff serves all students who are assessed as needing most intensive services, regardless of legal eligibility for special education services. Legal caseload limits for Speech and Language Therapists and Resource Specialists must be respected, but it is expected that special education staff will serve both legally identified special education students and students not legally identified for service.

## English Learners and English Language Development

It is recognized under the Response to Intervention model that the majority of students who are currently functioning below grade level are English Learners, whether legally eligible according to CELDT test scores or not. It must be a high priority to accurately identify the educational needs of these students as early as possible and provide appropriate instruction, both in the regular classroom and in pullout, depending upon the necessary intensity of instruction. It is also essential to recognize that below grade level students may very well have both English Learner and other instructional needs, and that early provision of service takes precedent over eligibility issues. If the student is below grade level, for whatever reason, the Response to Intervention Team should determine appropriate service.

## Outcomes of RtI

All current research supports long term educational and cost effectiveness of early, coordinated intervention for below grade level students. The model holds great promise for such effect. The expectation is that over time a greater number of students will make adequate progress towards meeting grade level standards, and fewer students will require formal special education referral, assessment, determination of eligibility, and formal special education services. Further, the expectation is that over time fewer students will require most restrictive placements and that the effect would be compounded over time as students served proceed up through the grades to middle school.



During the first weeks of school all students will be evaluated using norm-referenced assessments such as the DIBELS, BPST, STAR Reading, normed reading fluency passages, standards-based informal skill inventories, daily observations of in-class performances and for older students an analysis of the common core assessment results from the previous year. This information will be to gather a baseline to determine student needs.

The entire instructional design of MHPS will ensure that all students have their individual learning needs met. At MHPS, students will be afforded interventions in two areas:

### **Skill-based interventions**

Skills based interventions will be developed for students needing support in general areas such as reading fluency, math fact mastery and reading comprehension. These skills are the foundation for success in all standards-based subject areas and MHPS teachers and support staff will pay close attention to the data collected from assessments.

### **Standards-based interventions**

Standards based interventions will be provided to students that are not succeeding on the grade level standards. MHPS is committed to gathering data daily with the use of student response systems, whiteboards, writing samples, exit tickets and examples of student work, to ensure that staff has enough information to guide daily interventions. The collection of data on a daily basis will allow teachers the ability to pull small groups during specific intervention times.

To help struggling readers and writers, MHPS will implement leveled instruction groups to address critical skills, such as phonemic awareness, decoding, comprehension, basic math skills and writing.

### *Systematic phonics instruction*

Using Reading Mastery, Horizons and Corrective Reading with fidelity and as prescribed from assessments, will ensure student success in the area of decoding and fluency.

### *Adaptive software*

All students will spend up to one hour daily using adaptive software in either the classroom or the lab. At risk students will be assigned specific software programs for increased time that will match specific individual learning needs. However, all students benefit from adaptive software as advanced students are challenged while struggling students are re-exposed to previously taught material. Adding time using adaptive software to struggling students' schedules has proven to help close learning gaps.

### *Ability grouping*

The students at MHPS will spend some portion of their day in leveled reading instruction to ensure that confidence building and learning take place. Leveled guided reading will focus on students demonstrating their ability to read and comprehend both fiction and nonfiction text independently. Text will be chosen that reflects students differentiation will also occur during direct instruction by providing advanced students with challenge questions.

Below is a brief description of interventions by grade and subject area. Note that special education staff will be utilized to provide general education support services in addition to special educations services.

	<b>Decoding Interventions</b>	<b>Reading Comprehension</b>	<b>Math Interventions</b>	<b>Writing Interventions</b>	<b>Materials</b>
<b>Kindergarten</b>	<p><b>Tier 1 – Reading Mastery</b></p> <p><b>Tier 2 Afterschool tutoring</b></p> <p><b>Tier 3 – Reteaching Reading Mastery in low ratio</b></p>	<p><b>Tier 1 – Whole Class read aloud</b></p> <p><b>Tier 2 – Small group read aloud after school</b></p> <p><b>Tier 3 – Language for Learning in low ratios</b></p>	<p><b>Tier 1 – Whole class instruction</b></p> <p><b>Tier 2 – Reteaching during lab time</b></p> <p><b>Tier 3 – Increased time for adaptive software, small group after school reteaching</b></p>	<p><b>Tier 1 – Small group practice in centers</b></p> <p><b>Tier 2 – Push in / small group support from SPED teacher</b></p> <p><b>Tier 3 – Individual support from SPED teacher</b></p>	<p><b>Audio Books</b></p> <p><b>Reading Mastery</b></p> <p><b>MHPS Leveled Readers</b></p> <p><b>Accelerated Reader</b></p> <p><b>Language for Learning</b></p>
<b>1<sup>st</sup> - 2<sup>nd</sup> Grade</b>	<p><b>Tier 1 – Horizons</b></p> <p><b>Tier 2 -Small group Leveled Readers</b></p> <p><b>Tier 3 – Corrective Reading</b></p>	<p><b>Tier 1 – Classroom instruction</b></p> <p><b>Tier 2 - Audio books, small group read aloud</b></p> <p><b>Tier 3 – 1:1 tutoring using Specific Skills, Language for Thinking</b></p>	<p><b>Tier 1 – Whole class instruction</b></p> <p><b>Tier 2 – Reteaching during lab time</b></p> <p><b>Tier 3 – Increased time for adaptive software, small group after school reteaching</b></p>	<p><b>Tier 1 – Small group practice in centers</b></p> <p><b>Tier 2 – Push in / small group support from SPED teacher</b></p> <p><b>Tier 3 – Individual support from SPED teacher</b></p>	<p><b>SRA Specific Skills</b></p> <p><b>Horizons</b></p> <p><b>SuccessMaker</b></p> <p><b>Audio Books</b></p> <p><b>Corrective Reading</b></p> <p><b>Language for Thinking</b></p>
<b>3<sup>rd</sup>-8<sup>th</sup> Grade</b>	<p><b>Tier 1 – Leveled reading class</b></p> <p><b>Tier 2 -Small group corrective reading</b></p> <p><b>Tier 3 – Low ratio leveled readers</b></p>	<p><b>Tier 1 – Classroom instruction</b></p> <p><b>Tier 2 - Audio books, small group read aloud</b></p> <p><b>Tier 3 – 1:1 tutoring using Specific Skills, Language for Thinking</b></p>	<p><b>Tier 1 – Whole class instruction</b></p> <p><b>Tier 2 – Reteaching during lab time</b></p> <p><b>Tier 3 – Increased time for adaptive software, small group after school reteaching</b></p>	<p><b>Tier 1 – Small group practice in centers</b></p> <p><b>Tier 2 – Push in / small group support from SPED teacher</b></p> <p><b>Tier 3 – Individual support from SPED teacher</b></p>	<p><b>SRA Specific Skills</b></p> <p><b>Horizons</b></p> <p><b>SuccessMaker</b></p> <p><b>Audio Books</b></p> <p><b>Corrective Reading</b></p> <p><b>Language for Thinking</b></p>



Parents of students who are not achieving at expected levels will be informed through teacher conferences, six-week progress reports and through the parent conferences. If students are not making progress using the existing strategies, tiered instruction following the RtI model will be implemented. A specific plan will be written for each student, new strategies will be outlined and more frequent progress monitoring will be done to check progress. Progress of students will be measured through daily monitoring data from student responders, weekly benchmark assessments, trimester assessment, teacher observation and informal skill-based inventories. A more formal meeting, in which parents, teachers and administrators attend, will be held to discuss next steps. Further interventions may be proposed or a special education referral could be made. This plan for academically low achieving students fits into MHPS's schedule during the regular school and may take place during the enrichment portion of the school day.

### **Academically High-Achieving Students**

The very basis of instruction in MHPS classrooms will support the academically high achieving student population, because we are confident that our educational program will produce a high percentage of academically high-achieving students. All students will be assessed in all subjects using a variety of methods to determine their academic levels, as indicated in the above section regarding academically low achieving students. While students at MHPS will not be GATE tested, the daily and monthly assessments, as well as teacher observation and feedback, will be used to identify academically high-achieving students. Teachers will use this data to develop individualized plans and programs that meet these academically high achieving students' academic and social needs. In all academic subject areas, teachers use flexible grouping. In math, for example, many second grade students may already have mastered three-digit regrouping. The teacher will pull those students and begin teaching third grade math skills, such as multiplication and division. Additionally, students are given "challenge problems" throughout the day that require multiple steps and higher-level thinking skills. They are required to articulate how they solved their problem with a written explanation. In writing, third grade students who have mastered a single body paragraph are challenged to develop multi-paragraph essays on topics of their choice.

Students will be leveled for reading instruction at MHPS. This will allow academically high-achieving students to engage higher-level literature through the use of audio books, literature circles and guided reading opportunities.

The prove/disprove strategy that is used daily will allow our most advanced students the opportunity to flourish. Students not only explain why the correct answer is the right choice, but extend by disproving the incorrect answer, writing detailed sentences and supporting their evidence with pictures and student-generated diagrams when appropriate.

Academically high-achieving students will be offered enrichment courses after school hours. Along with piano, drama, strategy-based board games, and dance, there will be a journalism class geared toward academically high-achieving students. In journalism, students have the opportunity to research topics that are of interest to them and report on current events. Students will use word processor programs and PowerPoint to generate their presentations. Their writing will be published in a monthly newsletter to be shared with parents and peers. The journalism class will add other forms of media as students advance to older grades. Beginning in fifth grade, students will begin to produce audio reports such as a school Internet radio station and productions may be posted for listening on the Charter School's website. Finally, students will learn video editing and produce short news clips that report on school field trips, new personnel and current events around the Charter School.

A hallmark of MHPS will be the daily use of adaptive software which allows our academically high achieving students to learn and be challenged on a daily basis. The adaptive software programs place students at their individual academic levels in math and language arts. For example, a math software program may place a second grade student at a third grade math level. At the end of the year, the student may have advanced through fourth grade content. Adaptive software allows advanced students to progress as quickly as they can, unlike traditional classroom instruction that typically focuses on grade level content.

## **Students with Disabilities**

### *Overview*

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”). A free and appropriate education is provided to all students with exceptional needs.

The Charter School intends to be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will provide notice of such membership to the District at least 30 days prior to the commencement of the initial school year. In the event the Charter School does not obtain membership as an LEA in a SELPA, the Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

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

### *Section 504 of the Rehabilitation Act*

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and / or the Director of Student Services and shall include the parent/guardian (“parent”), the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including but not limited to academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which 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 including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence 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 notice is given in writing to the parent or guardian of the student in their primary

language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

*The Charter School will Operate as a Local Educational Agency for Special Education Purposes in Accordance with Education Code Section 47641(a)*

The Charter School intends to be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will provide notice of such membership to the District at least 30 days prior to the commencement of the initial school year. Navigator Schools already has two schools who are approved members of the El Dorado County Charter School SELPA. Navigator Schools will apply for membership of MHPS as well. Attached in the Appendices Binder as Appendix L, please find written affirmation from the El Dorado County Charter School SELPA of the good standing of Navigator Schools and the MHPS priority for admission into the El Dorado County Charter School SELPA.

MHPS shall be solely responsible to provide special education instruction and related services to Charter School students in compliance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA including but not limited to the following:

- seeking out, identifying, and evaluating students who may qualify for special education programs and related services
- for developing and implementing individualized education programs (“IEP”) as required by law through the use of an IEP team composed of all members required by law;
- offering all students with disabilities a free appropriate public education (“FAPE”) in the least restrictive environment (“LRE”).
- fully implementing all components within a student’s IEP.
- re-evaluating special education students as required by law;
- discipline of special education students only as allowed by law;
- responding to record requests and complaints;

- maintaining appropriate board policies;
- affording parents and students all required procedural safeguards; and
- maintaining the confidentiality of pupil records.

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

MHPS will make all assurances required by the SELPA for SELPA membership. Navigator Schools has agreed to comply with all El Dorado County Charter SELPA assurances for its two current charter schools and will also do so on behalf of MHPS. These assurances currently include the following:

**1. Free Appropriate Public Education 20 United States Code (“USC”) Section (§) 1412 (a)(1)**

It shall be the policy of MHPS as a local educational agency (“LEA”) that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

**2. Full Educational Opportunity 20 USC § 1412 (a)(2)**

It shall be the policy of MHPS as a LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

**3. Child Find 20 USC § 1412 (a)(3)**

It shall be the policy of MHPS as a LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) 20 USC § 1412 (a)(4)**

It shall be the policy of MHPS as a LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of MHPS as a LEA that a review of an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions.

**5. Least Restrictive Environment 20 USC § 1412 (a)(5)**

It shall be the policy of MHPS as a LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

**6. Procedural Safeguards 20 USC § 1412 (a)(6)**

It shall be the policy of MHPS as a LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

**7. Evaluation 20 USC § 1412 (a)(7)**

It shall be the policy of MHPS as a LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

**8. Confidentiality 20 USC § 1412 (a)(8)**

It shall be the policy of MHPS as a LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

**9. Transition 20 USC § 1412 (a)(9)**

It shall be the policy of MHPS as a LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

**10. Private Schools 20 USC § 1412 (a)(10)**

It shall be the policy of MHPS as a LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

**11. Local Compliance Assurances 20 USC § 1412 (a)(11)**

It shall be the policy of MHPS as a LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

**12. Interagency 20 USC § 1412 (a)(12)**

It shall be the policy of MHPS as a LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

**13. Governance 20 USC § 1412 (a)(13)**

It shall be the policy of MHPS as a LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

**14. Personnel Qualifications 20 USC § 1412 (a)(14)**

It shall be the policy of MHPS as a LEA to ensure that personnel providing special education related services meet

the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

**15. Performance Goals and Indicators 20 USC § 1412 (a)(15)**

It shall be the policy of MHPS as a LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

**16. Participation in Assessments 20 USC § 1412 (a)(16)**

It shall be the policy of MHPS as a LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

**17. Supplementation of State/Federal Funds 20 USC § 1412 (a)(17)**

It shall be the policy of MHPS as a LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

**18. Maintenance of Effort 20 USC § 1412 (a)(18)**

It shall be the policy of MHPS as a LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

**19. Public Participation 20 USC § 1412 (a)(19)**

It shall be the policy of MHPS as a LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

**22. Suspension/Expulsion 20 USC § 1412 (a)(22)**

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

**23. Access to Instructional Materials 20 USC § 1412 (a)(23)**

It shall be the policy of MHPS as a LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

**24. Over-identification and Disproportionality 20 USC § 1412 (a)(24)**

It shall be the policy of MHPS as a LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

**25. Prohibition on Mandatory Medicine 20 USC § 1412 (a)(25)**

It shall be the policy of MHPS as a LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

MHPS shall also comply with all other SELPA assurances, including but not limited to the following:

1. MHPS shall utilize SELPA approved forms and documents, including the Special Education Information System (SEIS) and all computer hardware necessary;
2. MHPS shall ensure capability to web-conference;
3. MHPS shall attend meetings in person or through web-conference as required;
4. MHPS shall adopt and implement the El Dorado County Charter SELPA Policy and Procedural Guide;
5. MHPS shall expend all State and Federal special education funds as required by law and defined in the Charter SELPA Allocation Plan;
6. MHPSS shall ensure that students will be instructed in a safe environment;
7. MHPS shall assume the legal and financial responsibilities to provide a free and appropriate public education to students with special needs. Financial responsibility may include, but is not limited to, instruction, related services, transportation, NPA/NPS placements, intra-SELPA placements, due process hearing proceedings and attorney fees;
8. MHPS shall hold harmless, indemnify and defend the El Dorado County Charter SELPA, Superintendent and her officers, agents and employees from any and all liabilities, claims, costs, expenses and damages arising from or connected with the services to be performed under this agreement.
9. MHPS shall submit all reports within required time lines (CASEMIS, budget, Maintenance of Effort, etc.);
10. MHPS shall comply with the requirements of Section 504 of the Rehabilitation Act and develop appropriate plans for students as needed;
11. MHPS shall ensure facility access compliant with the Americans with Disabilities Act (ADA) or appropriate plans for future implementation;
12. MHPS shall follow all Federal and State Laws regarding discipline and change of placement of students identified with special needs;
13. MHPS shall participate in staff development activities as needed to ensure staff understanding of special education laws and regulations.

### *Staffing*

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the SELPA, California's Education Code and the IDEA. Charter School staff shall participate in annual training relating to special education. A professional development plan will be created by the Charter School's staff to ensure that all staff can effectively support SPED students. The Charter School has budgeted for consultants to conduct this professional development.

The Charter School will be responsible for the hiring, training, and employment of highly qualified and appropriately licensed, where applicable, school-site and itinerant staff and providers necessary to provide special

education services to its students, including, without limitation, special education teachers, paraprofessionals, resource specialists, speech therapists, occupational therapists, behavioral intervention specialists, and school psychologists; or for contracting for the same through a non-public agency. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as all applicable legal requirements.

### *Child Find – Student Identification and Referral*

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. Where required and allowed by applicable law, a pre-referral intervention plan will occur prior to referral for evaluation. No assessment or evaluation will be used for admission purposes. All students who wish to attend MHPS will be admitted subject only to capacity and a public random drawing as described below. Parents will be informed of all procedural safeguards, including but not limited to the assurance that special education and related services are provided at no cost to them. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students for assessment who have, or may have, such exceptional needs 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.

The Charter School shall comply fully with 20 U.S.C. Section 1412(a)(3) and Education Code Sections 56300, 56301, and 56040, in our efforts to search for, assess, identify, and serve any pupils with disabilities who are eligible for special education instruction and related services. In our efforts to systematically identify students, the following procedures are implemented:

**Screening/Identification:** All enrollment documents are maintained without any request for information regarding student disability or any other protected classification. Once students are admitted, registration documents for the Charter School will contain a section for parents to indicate if their child has an IEP, a 504 Accommodation Plan, or any other academic/health/emotional/behavioral, concerns that the parent may have regarding the child. The Charter School will review registration documents to ensure all responses are immediately addressed. When registration documents are received indicating anything related to one of the above items, the parents will be contacted by the Charter School to procure additional information, and copies of all available related documents. When a student enrolls, the entire student record is requested from the former school, including any applicable records of special education services, to enable services to begin immediately upon his/her enrollment as required by law. As required by law, an IEP will be scheduled no later than thirty (30) days.

The Charter School will annually notify parents via school newsletter about its Child Find policies, and will provide contact information for parents to utilize if the or parents believe their child is entitled to receive special education services; are interested in having their child assessed to determine their eligibility to receive special education services; or are entitled to receive accommodations under Section 504 of the Rehabilitation Act.

**Referral Process:** The Charter School will maintain a dual level student study team (“SST”) approach, as described below, to respond to, and provide interventions for students attending the charter. The first level includes a venue for the student, teachers, special education staff, key school personnel, or persons with knowledge of the student to systematically review and make suggestions about student performance. During this first level SST meeting, the team may address concerns centered on a student’s:

- Academic progress, or initial testing (completed for all students)
- Social/Emotional development,



- Physical limitations,
- Medical issues, or,
- Behavioral history

Objective and complete data are collected during an initial SST referral to insure appropriate recommendations for each student are made (i.e.: work samples, cumulative record review, STAR test scores and health history). At all SST meetings, members are assigned responsibilities for monitoring the student response to the strategies offered. A follow-up date is scheduled to review the progress of all proposed strategies. If progress is not noted, the initial SST team may refer the student to a second-tier SST coordinated by the special education department. At this second tier, the SST convenes and reviews the data provided during the initial SST process. If sufficient strategies and interventions were implemented following the initial SST process, and improvement not noted, if the SST is concerned of a suspected disability, the child shall be offered an assessment plan for evaluation of the student for eligibility under the IDEA in all areas of suspected disability. If a child qualifies under Section 504 of the Rehabilitation Act as a student with or with a regard of having or regarded as having an physical or mental impairment, which impacts one or more major life activities, a Section 504 Plan shall be put into plan as described above under while evaluations under the IDEA is conducted.

All referrals for evaluation will be responded to in writing by MHPS within fifteen (15) calendar days of receipt. Parent will receive a written Assessment Plan within fifteen (15) calendar days of receipt of a parent's written request for assessment as required by Education Code Section 56321. The parent will be given at least fifteen (15) days to provide written consent. The assessment will be completed and an Individualized Education Program (IEP) meeting held within sixty (60) calendar days of receipt of the parent's written consent for assessment.

A formal written request from a parent to assess a child for special education supersedes both the SST levels, and as stated above, an Assessment Plan shall be generated within fifteen (15) calendar days following the receipt of the written request in accordance with Education Code Section 56321.

### *Assessments*

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

### *Initial and Triennial Assessments*

When students require an initial evaluation to determine if they meet eligibility requirements to receive special education and related services, the Charter School shall fully comply with all applicable laws including but not limited to the following:

1. Generate a referral for special education;
2. Monitor all legal timelines;
3. Develop a written assessment plan in accordance with Education Code Section 56321;
4. Coordinate qualified personnel to provide the required testing [20 U.S.C. Section 1414(b), Education

Code Section 56320, 56322];

5. Assess, upon written consent to assessment plan, in all areas of suspected disability [20 U.S.C. Section 1414(b), Education Code Section 56320];
6. Hold an IEP meeting within sixty (60) days of consent to the assessment plan to consider assessment results in accordance with Education Code Section 56344 [20 U.S.C. Section 1414(a), Education Code Section 56344];
7. Distribute written assessment reports to the parents upon completion [20 U.S.C. Section 1414(b)(4) (B), Education Code Section 56327];
8. Generate IEP meeting notices [Education Code Section 56341.5];
9. Develop and facilitate the IEP team meeting to consider eligibility and if eligible develop an IEP that offers FAPE. The contents of the IEP shall be in accordance with applicable law [20 U.S.C. Section 1414(d)(3), Education Code Section 56344, 56345];
10. Distribute copies of the IEP to appropriate personnel for implementation [Education Code Section 56347].

As requested, the SELPA will be provided duplicate copies of all IEPs for purposes of conducting state required Coordinated Compliance Reviews (“CCR”). The Charter School agrees to adhere to all the SELPA policies and procedures with regards to collecting and submitting CASEMIS data.

At least once every three years, a student is reassessed to determine their continued eligibility to receive special education services [20 U.S.C. Section 1414(c), Education Code Section 56381]. Following any initial or triennial assessment, if a student has or is regarded as having a disability, but does not meet any applicable eligibility requirements for special education services under the IDEIA or the Education Code, a 504 Team will be convened to consider whether the child qualifies for accommodations and/or services under Section 504 of the Rehabilitation Act. A student with a current IEP will not be “exited” from special education without parental consent or appropriate court order. A database will be maintained and updated weekly to insure all initial, annual, and triennial IEP reviews are held within mandated timelines.

### *IEP Meetings*

The Charter School shall arrange and notice the necessary IEP meetings as required by law, at least once annually, within thirty (30) days of parent request, whenever necessary to address student needs (i.e. in response to lack of progress toward goals or new concerns), to conduct a manifestation determination as part of disciplinary action, in response to assessments and triennial assessments. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for ensuring the appropriate team members are in attendance as required by applicable law. [20 U.S.C. Section 1414(d)(1)(B), 34 CFR 300.321(a), Education Code Section 56341]:

1. The parents of the child.
2. Not less than one general education teacher of the child (if the child is or may be participating in the general education environment).
3. Not less than one special education teacher of the child, or, where appropriate, not less than one special education provider of the child.

4. An LEA representative who: i) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; ii) is knowledgeable about the general education curriculum; and iii) is knowledgeable about the availability of LEA resources.
5. An individual who can interpret the instructional implications of evaluation results.
6. At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, included related services personnel as appropriate.
7. Whenever appropriate, the child.

### **Attendance at IEP Team Meetings**

The Charter School believes that all input is critical to IEP development. Parents are considered important members of the IEP team. If neither can attend an IEP team meeting, the Charter School must use other methods to ensure participation, including individual or conference telephone calls, consistent with 34 CFR 300.328 (related to alternative means of meeting participation). [34 CFR 300.322(c), Education Code Section 56341.5(g)].

The Charter School may conduct an IEP meeting without a parent only if it is unable to convince the parents that they should attend [34 CFR 300.322 (d), Education Code Section 56341.5(h)]. In such cases, the Charter School must keep a record of its attempts to arrange a mutually agreed on time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

### *Staffing*

MHPS is committed to assuring that all IEP's are properly implemented and all students are supported. Adequate staffing which may include outside contractors will be in place to ensure that all required services as defined in the IEP are provided.

The Navigator Schools' Director of Student Services will oversee the MHPS SPED and 504 responsibilities.

### *Procedural Safeguard Notice Requirement*

The Charter School must provide the parents of a child with a disability with notice of the procedural safeguards that the IDEA establishes. [20 U.S.C. 1415(d)(1)(A), 34 CFR 300.504(a), Education Code Section 56301(d)(2).] This procedural safeguard notice must be provided to the parents only once every school year, except that a copy must also be provided to the parents:

1. Upon initial referral or parental request for evaluation.
2. Upon receipt of the first state complaint in the school year.
3. Upon receipt of the first due process complaint in the school year.

4. In accordance with disciplinary procedures.
5. Upon parental request. [34 CFR 300.504(a).]

MHPS assures parental written consent, participation and right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. Any concerns or disagreements raised by parents will be acknowledged by the school within five days, followed by a resolution meeting.

The procedural safeguards notice must include a full explanation of IDEA procedural safeguards and cover the following issues:

1. Independent educational evaluations.
2. Prior written notice.
3. Parental consent.
4. Access to educational records.
5. Opportunity to present complaints to initiate due process hearings.
6. Child's placement during due process proceedings.
7. Procedures for students who are subject to placement in an interim alternative educational setting.
8. Requirements for unilateral placement by parents of children in private schools at public expense.
9. Mediation.
10. Resolution meetings.
11. Due process hearings, including requirements for disclosure of evaluation results and recommendations.
12. State-level appeals (if applicable in the state).
13. Civil actions.
14. Attorney's fees. [20 U.S.C. Section 1415(d)(2), 34 CFR 300.504(c), Education Code Section 56301(d)(4).]

### *Prior Written Notice Requirements*

The Charter School shall provide prior written notice to parents when the Charter School refuses to or acts to initiate or change the identification, evaluation, or educational placement of a child or the provision of FAPE to the child. [34 CFR 300.503(a).]

Prior written notice must include:

1. A description of the action proposed or refused by the LEA.
2. An explanation of why the LEA proposes or refuses to take the action.
3. A description of each evaluation procedure, assessment, record, or report the LEA used as a basis for the proposed or refused action.

4. A statement that the parents have protection under Part B's procedural safeguards, and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained.
5. Sources for parents to contact to obtain assistance in understanding the provisions of the IDEA.
6. A description of other options that the IEP team considered and the reasons why those options were rejected.
7. A description of other factors relevant to the LEA's proposal or refusal. [34 CFR 300.503(b)(1)-(b)(7)].

The prior written notice will be provided in writing, in a language that is understandable to the general public and also in the native language of the parent unless it is clearly not feasible to do so. [34 CFR 300.503(c)(1)-(c)(2).] The prior written notice will be provided on SELPA forms where applicable.

### *IEP Development*

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

### **Legally Required Content of an IEP**

All IEPs shall be documented utilizing SELPA forms and following all applicable SELPA and legal requirements. At a minimum the IEP team shall develop an IEP which includes the following minimum legal provisions [20 U.S.C. Section 1414(d), 34 CFR 300.320 (a)-(c), Education Code Section 56345]:

1. A statement of the child's present levels of academic achievement and functional performance as required by Education Code Section 56345(a)(1).
2. A statement of measurable annual goals, including academic and functional goals as required by Education Code Section 56345(a)(2).
3. A description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the pupil is making toward meeting the annual goals, such through the use of quarterly or other periodic reports, concurrent with the issuance of report cards, will be provided in accordance with Education Code Section 56345(a)(3).
4. A statement of the special education and related services and supplementary aids and services to be provided to the child, based on peer-reviewed research to the extent practicable, and a statement of the program modifications or supports for school personnel that will be provided in accordance with Education Code Section 56345(a)(4).
5. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the extracurricular or other nonacademic activities in accordance with Education Code Section 56345(a)(5).

6. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state- and district-wide assessments consistent with 20 USC 1412(a)(16)(A) in accordance with Education Code Section 56345(a)(6).
7. The projected date for the beginning of the services and modifications along with the anticipated frequency, location, and duration of those services and modifications in accordance with Education Code Section 56345(a)(7).
8. Beginning not later than the first IEP to be in effect when the pupil is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter; appropriate, measurable postsecondary goals based upon age-appropriate transition assessments related to trainings, education, employment, and where appropriate, independent living skills and the services needed to reach those goals in accordance with Education Code Section 56345(a)(8).
9. Additional information as appropriate in accordance with Education Code Section 56345(b)-(d), if applicable.

### **IEP Implementation**

The Charter School shall be responsible for complete implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more.

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

In the case of an individual with exceptional needs who has an individualized education program and transfers into the Charter School from a charter school or school district not operating programs under the same local plan in which he or she was last enrolled in a special education program within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, for a period not to exceed 30 days, by which time the charter school shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law.

In the case of an individual with exceptional needs who has an individualized education program and transfers into the charter school from a charter school or district operating programs under the same special education local plan area of the charter school in which he or she was last enrolled in a special education program within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved individualized education program, unless the parent and the local educational agency agree to develop, adopt, and implement a new individualized education program that is consistent with federal and state law.

As required by subclause (II) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States Code, the following shall apply to special education programs for individuals with exceptional needs who transfer from an educational agency located outside the State of California to the Charter School. In the case of an individual with exceptional needs who transfers to the Charter School from out of state within the same academic year, the Charter School shall provide the pupil with a free appropriate public education,

including services comparable to those described in the previously approved individualized education program, in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the local educational agency, and develops a new individualized education program, if appropriate, that is consistent with federal and state law.

The Charter School shall comply with Education Code Section 56325 to facilitate the transition of all new pupils with exceptional needs into the Charter School.

### *Eligibility Categories*

Students may qualify for eligibility under the IDEA under the 13 disability categories, which are further defined in the IDEA regulations [34 CFR 300.8(c)(1)-(c)(13)] and applicable state law as:

1. Autism
2. Deaf-Blindness
3. Deafness
4. Emotional disturbance
5. Hearing impairment
6. Intellectual disability
7. Multiple disabilities
8. Orthopedic impairment
9. Other health impairment
10. Specific learning disability
11. Speech or language impairment
12. Traumatic brain injury
13. Visual impairment, including blindness

### **Determination of Eligibility**

Upon completion of the administration of assessments and other evaluation measures, the following shall occur:

1. The IEP team determines whether the child is a child with a disability, as defined in 34 CFR 300.8, in accordance with 34 CFR 300.306(c) and the educational needs of the child; and
2. The Charter School provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. [34 CFR 300.306(a), Education Code Sections 56329(a)(1) and 56329(a)(3) and Education Code Section 56327.]

A child must not be determined to be a child with a disability:

1. If the determinant factor for that determination is:
  - a. Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in Section 1208(3) of the Elementary and Secondary Education Act);
  - b. Lack of appropriate instruction in math; or
  - c. Limited English proficiency; and
2. If the child does not otherwise meet the eligibility criteria under 34 CFR 300.8(a). [34 CFR 300.306(b), Education Code Section 56329(a)(2).]

### **Least Restrictive Environment**

The Charter School shall ensure that:

1. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled;
2. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [20 U.S.C. Section 1412(a)(5)(A), 34 CFR 300.114 (a)(2), Education Code Section 56001(g).]
3. MHPS will serve all students including special education students.

### *Request for an Independent Educational Evaluation*

Parents always have the right to obtain an independent educational evaluation (“IEE”) of their child at their own expense. [34 CFR 300.502(a)(1), 34 CFR 300.502(b)(3), Education Code Section 56329(b).] Parents have the right to an IEE at public expense if they disagree with an evaluation obtained by the LEA, unless:

1. The LEA demonstrates in a due process hearing that its own evaluation of the child was appropriate; or
2. The LEA demonstrates in a due process hearing that the evaluation obtained by the parents did not meet LEA criteria. [34 CFR 300.502(b)(1)-(2).]

If a parent requests an IEE at public expense, the Charter School shall, without unnecessary delay:

1. Request a due process hearing to show that its evaluation of the child was appropriate; or
2. Ensure the IEE is provided at public expense [34 CFR 300.502(b)(2), Education Code Section 56329(b).]

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

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



### *Non-discrimination*

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

### *Parent/Guardian Concerns and Complaints*

The Charter School shall adopt policies for responding to all concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Parents may always file a complaint with the Authorizer, SELPA or California Department of Education.

### **Due Process Hearings**

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

### *Extended School Year*

The Charter School must provide Extended School Year ("ESY") services when a child's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. [34 CFR 300.106(a)(2), Education Code Section 56345(b)(3), California Code of Regulations, Title 5 Section 3043]

The term "extended school year services" means special education and related services that:

1. Are provided to a child with a disability:
  - a. Beyond the normal school year of the public agency;
  - b. In accordance with the child's IEP; and
  - c. At no cost to the parents of the child; and
2. Meet the standards of the SEA. [34 CFR 300.106(b).]

### *Transportation*

The Charter School must provide transportation services when a child's IEP team determines, on an individual basis, that the transportation services are necessary to assist a child with a disability to benefit from special education. (34 CFR 300.34)

### *SELPA Representation/ Compliance*

The Charter School shall represent itself at all SELPA meetings to the extent appropriate pursuant to the applicable local plan.

### *Funding*

The Charter School shall receive state and federal special education funding in accordance with the approved allocation plan of the applicable SELPA. Any special education costs above and beyond state and federal special education funding (“encroachment”) shall be solely the responsibility of the Charter School.

### *Reporting*

MHPS assures that it will collaborate with the Authorizer / SELPA to collect/maintain information required by IDEA and lists: age, grade, type of disability, EL status, and number of students receiving services, number of students receiving and types of test modifications and exemptions; settings of service; suspension data, and reasons for charter exiting. Additionally, MHPS will develop all necessary procedures and practices to ensure confidentiality and accurate/timely. Reporting will be the responsibility of the MHPS Principal or designee.

As requested, the SELPA will be provided duplicate copies of all IEPs for purposes of conducting state required Coordinated Compliance Reviews (“CCR”). The Charter School agrees to adhere to all the SELPA policies and procedures with regards to collecting and submitting CASEMIS data.

### **Final Note**

The Petitioners would like to note that it is the intention and plan that MHPS will participate in the El Dorado County Charter SELPA (see L for letter of support). MHPS is in the process of applying for membership but will not know until early 2015 if it has been accepted. GPS and HPS belong to the El Dorado County Charter SELPA and priority is given to schools under the same Charter Management Organization (“CMO”) (Navigator Schools, in this instance) so it is our anticipation that MHPS will be accepted into the El Dorado County Charter SELPA. It is extremely likely that MHPS will join GPS and HPS at the El Dorado County Charter SELPA.

MHPS assures that the school will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d) and the School’s LCAP. MHPS ensures compliance with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education. Please refer to Element 2 of the MHPS petition.

## ELEMENT 2 - MEASURABLE STUDENT OUTCOMES

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”*

*Cal. Ed. Code § 47605(b)(5)(B).*

## ELEMENT 3 - METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”*

*Cal. Ed. Code § 47605(b)(5)(C).*

### **Measurable Goals of the Educational Program**

MHPS has clearly defined schoolwide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

MHPS will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core State Standards) and reflect proficiency measures required by the CAASPP as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by MHPS. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- (i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code § 47607(a)(3)(B).

The following chart delineates MHPS school-wide and subgroup annual goals, annual actions, and outcomes, in and aligned to the states priorities that apply for the grade levels served, or the nature of the program operated, by MHPS, as well as methods for measuring progress and the individual(s) with primary responsibility for each. As the State finalizes new standardized assessment tools (e.g., CAASPP) and new school performance measures (e.g., API), and finalizes the format for the new Local Control and Accountability Plans as applicable to charter schools, MHPS will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a material revision to the charter as defined in Education Code Section 47607. See the following chart for specific annual goals, annual actions, and outcomes, as well as methods for measuring progress and the school personnel responsible for their implementation.

As described in the Educational Program section, MHPS is a data driven school and will succeed because we will not assume that students have gained competency in any particular area until we see proof through the use of student achievement data. Assessments serve as opportunities for students to show such evidence.

MHPS is dedicated to documenting student achievement of the CCSS each year through state mandated student assessments. As is required by Assembly Bill 484, students will participate in the CAASPP assessments and all other mandated accountability programs (CELDT, etc.). Through these assessments, MHPS will demonstrate student competency with regards to CCSS, the state’s science standards and the 2012 ELD standards. Standardized assessments allow us to compare our students’ performance with the rest of the state. In addition, MHPS may provide internal learning performance accountability documentation. This internal documentation may include, but is not limited to, internally developed interim assessments and other methods by which student progress may be assessed. MHPS affirms that “benchmark” skills and specific classroom-level skills will be developed. As described herein and below, the MHPS petition has aligned its assessments to its mission, exit outcomes and curriculum. The Charter School affirms that the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

**Administration of State and National Tests**

Student assessment will be the cornerstone of MHPS’s ability to reach proficiency and advanced levels for our students. The most important indicator of MHPS’s success will be its Academic Performance Index (API) or whatever the new assessment index aligned to the Smarter Balanced Assessment is named. MHPS shall administer all components of state and national tests for grades K-8 including the new Smarter Balanced Assessments, CELDT (when applicable), CST Science Test, any applicable writing assessments and California’s Physical Fitness Test.

<p><b>CHARTER ELEMENTS 2 AND 3: MEASURABLE PUPIL OUTCOMES</b></p> <p><b>CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES</b></p>
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>

<b>STATE PRIORITY #1— BASIC SERVICES</b>	
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
<b>SUBPRIORITY A – TEACHERS</b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Director of Operations will review credential status and assignments each semester
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card
<b>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
METHODS OF MEASUREMENT	Executive Director and faculty review all instructional materials before purchase pursuant to E.C. § 60119

<b>SUBPRIORITY C – FACILITIES</b>	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with the school district or other entity who serves as our facility lessor
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards
MEASURABLE OUTCOME	Annually, 90% all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/ good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
METHODS OF MEASUREMENT	Monthly site inspection documents prepared by Director of Operations; Annual Facility Inspection Reports
<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b>	
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
<b>SUBPRIORITY A – CCSS IMPLEMENTATION</b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in monthly professional development on the implementation of Common Core State Standards
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning
MEASURABLE OUTCOME	Monthly, 100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS and three hours of Technology in Teaching and Learning professional development
METHODS OF MEASUREMENT	Professional Development calendar and rosters will evidence participation by teachers in professional development activities.

<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students will also receive daily instruction in math, science and social studies.
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS
METHODS OF MEASUREMENT	EL student performance on the MAPP statewide assessments; CELDT Assessments; NWEA Map assessments, standards assessments; annual report cards
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the CCSS with existing curriculum used to support language development
MEASURABLE OUTCOME	100% EL students will reach English language proficiency within four years of initial classification as English learner through the implementation of the CCSS, language arts supplemental curriculum and related instructional strategies
METHODS OF MEASUREMENT	Student performance on CELDT/ELPAC Assessment, Into English and High Point curriculum assessments, ELD folder and reclassification documentation

### STATE PRIORITY #3— PARENTAL INVOLVEMENT

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

#### SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT

GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Navigator Schools Governing Board
ACTIONS TO ACHIEVE GOAL	On an ongoing basis, the parents are eligible to apply for Board service and to serve as Governing Board Parent members
MEASURABLE OUTCOME	Annually, the Governing Board will have, at minimum, two parent members
METHODS OF MEASUREMENT	Governing Board meeting agendas and minutes identify Parent Members

#### SUBPRIORITY B – PROMOTING PARENT PARTICIPATION

GOAL TO ACHIEVE SUBPRIORITY	Initiate ELAC and parent club
ACTIONS TO ACHIEVE GOAL	MHPS administration will work with the ELAC and the parent club to recruit parents to the meetings for each group via flyers, classroom newsletters, and monthly parent meetings
MEASURABLE OUTCOME	At least five ELAC and parent club meetings will be held annually
METHODS OF MEASUREMENT	ELAC and parent club meeting agendas and minutes

#### SUBPRIORITY C [OPTIONAL]

GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys
ACTIONS TO ACHIEVE GOAL	Annually, MHPS administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation
MEASURABLE OUTCOME	Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members
METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of its results and analysis



<b>SUBPRIORITY D [OPTIONAL]</b>	
GOAL TO ACHIEVE SUBPRIORITY	MHPS will co-sponsor at least five community events annually in conjunction with the ELAC and parent club.
ACTIONS TO ACHIEVE GOAL	MHPS administration will meet with leadership of the ELAC and parent club to identify opportunities and events to create and nurture community on campus
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year
METHODS OF MEASUREMENT	Event flyers, sign-sheets, videos posted on website, etc.
<p><b><u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u></b></p> <p>Pupil achievement, as measured by all of the following, as applicable:</p> <ol style="list-style-type: none"> <li>a. CA Measurement of Academic Progress and Performance statewide assessment</li> <li>b. The Academic Performance Index (API)</li> <li>c. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</li> <li>d. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</li> <li>e. EL reclassification rate</li> <li>f. Percentage of pupils who have passed an AP exam with a score of 3 or higher</li> <li>g. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</li> </ol>	
<b>SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS</b>	
GOAL TO ACHIEVE SUBPRIORITY	80% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics and language arts; teacher assistants in classrooms to support instruction and student learning

MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CAASPP statewide assessments; at least 80% of students at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics
METHODS OF MEASUREMENT	CAASPP score reports; evidence of student learning as demonstrated on NWEA MAP tests, teacher observations, pre and post unit test results, unit assessments, assignment & project rubrics
<b><u>SUBPRIORITY B – API</u></b>	
GOAL TO ACHIEVE SUBPRIORITY	100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
MEASURABLE OUTCOME	100% of students, including all student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education
METHODS OF MEASUREMENT	CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education
<b><u>SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)</u></b>	
GRADE LEVELS NOT APPLICABLE TO MHPS	
<b><u>SUBPRIORITY D – EL PROFICIENCY RATES</u></b>	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	80% of EL students will advance at least one performance level per the CELDT each academic year
METHODS OF MEASUREMENT	CELDT Score Reports; EL Reclassification documentation; ELD Folder in conjunction with ELD curriculum assessments and annual report cards

<b>SUBPRIORITY E – EL RECLASSIFICATION RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
METHODS OF MEASUREMENT	Analysis and review of CELDT results, and CAASPP statewide assessment scores
<b>SUBPRIORITY F – AP EXAM PASSAGE RATE</b>	
GRADE LEVELS NOT APPLICABLE TO MHPS	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GRADE LEVELS NOT APPLICABLE TO MHPS	
<b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b>	
Pupil engagement, as measured by all of the following, as applicable:	
<ul style="list-style-type: none"> <li>a. School attendance rates</li> <li>b. Chronic absenteeism rates</li> <li>c. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>d. High school dropout rates</li> <li>e. High school graduation rates</li> </ul>	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	MHPS will maintain a 95% ADA rate
ACTIONS TO ACHIEVE GOAL	MHPS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled

MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95%
METHODS OF MEASUREMENT	Monthly, quarterly, and annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
<b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year
METHODS OF MEASUREMENT	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports
<b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE</b>	
GOAL TO ACHIEVE SUBPRIORITY	MHPS will maintain a 0% dropout rate in middle school.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance Policy. Students and families will be provided additional support should grades or attendance become an issue.
MEASURABLE OUTCOME	0% of MHPS middle school pupils will dropout.
METHODS OF MEASUREMENT	Monthly, the principal and attendance clerk will review middle school attendance. At the point that a student violates the attendance policy of the school, parent contact will be initiated and documented. Any student that un-enrolls from MHPS will be tracked to ensure that they have enrolled in a new middle school program.
<b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</b>	
GRADE LEVELS NOT APPLICABLE TO MHPS	
<b>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES</b>	
GRADE LEVELS NOT APPLICABLE TO MHPS	

**STATE PRIORITY #6— SCHOOL CLIMATE**

- a. School climate, as measured by all of the following, as applicable:
- b. Pupil suspension rates
- c. Pupil expulsion rates
- d. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

**SUBPRIORITY A – PUPIL SUSPENSION RATES**

GOAL TO ACHIEVE SUBPRIORITY	MHPS will maintain an annual suspension rate of less than 1%
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Social Emotional Wellbeing component of our charter which outlines our classroom management and behavior approach. Director of Student Services and Principals work with teachers and families to manage student behavior issues and concerns
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students will be suspended
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence

**SUBPRIORITY B – PUPIL EXPULSION RATES**

GOAL TO ACHIEVE SUBPRIORITY	MHPS will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Social Emotional Wellbeing component of our Charter which outlines our classroom management and behavior approach. Director of Student Services and Principals work with teachers and families to manage student behavior issues and concerns
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence

<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
GOAL TO ACHIEVE SUBPRIORITY	MHPS students and staff will adhere to the School Safe Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of Safe School training; Students will participate in at least eight fire, earthquake or safety drills annually
METHODS OF MEASUREMENT	Professional development agenda and annual drill calendars
<b>SUBPRIORITY D</b>	
GOAL TO ACHIEVE SUBPRIORITY	MHPS staff and parents will host various community building events and activities throughout the year
ACTIONS TO ACHIEVE GOAL	MHPS will host at least five community events annually in conjunction with the ELAC and the parent club
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year
METHODS OF MEASUREMENT	Annual Report and school events and activity calendar.
<b>SUBPRIORITY E</b>	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community on campus, and within their classroom community
ACTIONS TO ACHIEVE GOAL	MHPS administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging enrichment opportunities will further enhance students' sense of belonging and community
MEASURABLE OUTCOME	Annually, at least 95% of students and families will be retained. Enrollment waiting list will be comprised of at least 100 families wishing to enroll in the school

METHODS OF MEASUREMENT	<p>Parent, student and teacher satisfaction surveys will provide information regarding their sense of connectedness and community</p> <p>Attendance and participation by students in campus events will evidence their sense of belonging and engagement</p> <p>Annual re-enrollment documentation and class lists will reflect a return rate of at least 95%</p> <p>Enrollment waitlists will have at least 300 families interested in enrolling in the school</p>
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**STATE PRIORITY #7— COURSE ACCESS**

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

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

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

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

GOAL TO ACHIEVE SUBPRIORITY	MHPS students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter, and which includes a broad course of study
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules

**STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN:  
ENGLISH LANGUAGE ARTS**

From the subject areas described above in #7, as applicable.

**SUBPRIORITY A - ENGLISH**

<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>All students participate in MHPS’s English language arts course, which includes guided reading, writing, and language development programs 5 days per week. Instructional strategies implemented throughout reading /writing instruction: small group work; one-to-one conferring; reading intervention program; speaking skills to present information; narrative and response to literature; consultation with the SPED staff; and collaboration with colleagues to support student learning goals</p>
<p>MEASURABLE OUTCOME</p>	<p>Annually, 85% of Kindergarten through 4th grade students will progress one grade/skill level each academic year, as evidenced by the ELA/Literacy section of the cumulative folder, local assessment data, and NWEA Map test data.</p> <p>Annually, 80% of 3rd and 4th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score Proficient or higher on the CAASPP statewide test in the area of English Language Arts/Literacy.</p>
<p>METHODS OF MEASUREMENT</p>	<p>MHPS’s unit progress report is used to monitor and track student progress throughout the year. Progress reports include, but are not limited to: CAASPP test results, unit benchmark assessments, NWEA MAP scores, spelling inventories, student writing journals, response to literature journals, published writing and oral presentations.</p>

**SUBPRIORITY B - MATHEMATICS**

<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>All students participate in math course 5 days per week. Instructional strategies implemented in math course include: focused and designed instruction; spiraling math curriculum; small group work; one-to-one assistance; peer support; adaptive math software; consultation with the SPED staff; and collaboration with colleagues to support student goals and learning.</p>



<p>MEASURABLE OUTCOME</p>	<p>Annually, 85% of Kindergarten through 4th grade students will progress one grade/skill level each academic year, as evidenced by the math section of the cumulative folder, local assessment data, and NWEA Map test data.</p> <p>Annually, 80% of 3rd and 4th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CAASPP statewide test in the area of Mathematics.</p>
<p>METHODS OF MEASUREMENT</p>	<p>MHPS's unit progress report is used to monitor and track student progress throughout the year. Progress reports include, but are not limited to: CAASPP test results, unit benchmark assessments, NWEA MAP scores, math rubric scores.</p>
<p><b>SUBPRIORITY C – SOCIAL SCIENCES</b></p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations; computer based information (articles, videos); field trip experiences; debates, and hands-on projects.</p>
<p>MEASURABLE OUTCOME</p>	<p>Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.</p>

<b>SUBPRIORITY D - SCIENCE</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach using the Next Generation Science Standards or presently approved state standards, students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
<b>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in visual and performing arts.
ACTIONS TO ACHIEVE GOAL	Students will be provided enrichment courses at the end of the day that focus on visual and performing arts. Core classwork will integrate visual and performing arts when applicable.
MEASURABLE OUTCOME	100% of students will participate in visual / performing arts enrichment courses.
METHODS OF MEASUREMENT	Art exhibits, videos of performances.
<b>SUBPRIORITY F – PHYSICAL EDUCATION</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in physical education

<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Using the CA physical education standards or presently approved state standards, students will develop an understanding of physical education. With 100 minutes of instruction weekly students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>2. Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</li> <li>3. Assess and maintain a level of physical fitness to improve health and performance.</li> <li>4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</li> <li>5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</li> </ol>
<p>MEASURABLE OUTCOME</p>	<p>At 5th grade, 80% of students will pass the 5th grade P.E. test</p>
<p>METHODS OF MEASUREMENT</p>	<p>5th grade P.E. test.</p>
<p><b>SUBPRIORITY G – HEALTH</b></p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in health education</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Using the CA health education standards or presently approved state standards, students will be instructed the eight domains of health ed during P.E. classes and integrated through science courses.</p>
<p>MEASURABLE OUTCOME</p>	<p>80% of students will pass health based quizzes.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Classroom assessments, writing projects and student-led presentations</p>
<p><b>SUBPRIORITY H – FOREIGN LANGUAGES</b></p>	
<p>NOT APPLICABLE TO MHPS</p>	
<p><b>SUBPRIORITY I – APPLIED ARTS</b></p>	
<p>NOT APPLICABLE TO MHPS</p>	
<p><b>SUBPRIORITY J – CTE</b></p>	
<p>APPLICABLE TO MHPS</p>	

<b>SUBPRIORITY K(1) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate an understanding of their actions, how these affect their surroundings and the ability to work with others.
ACTIONS TO ACHIEVE GOAL	All students participate in classroom dialogues and discussions, community activities, student leadership, and classroom decision making processes. By integrating literature and dialogue, students are able to engage in the development of classroom rules and expectations while participating in a democratic process
MEASURABLE OUTCOME	Annually, 100% of classrooms will have collaboratively devised rules and expectations; fewer than 1% of students will be suspended; fewer than 1% of students will be subject to expulsion
METHODS OF MEASUREMENT	Classroom observation rubrics; Book titles in classroom libraries; Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence
<b>SUBPRIORITY K(2) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN</b>	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate social responsibility by working to improve their school and community environments
ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in various community service activities including beach cleanup days. The MHPS garden serves as another vehicle whereby students are exposed to the concept of ecological responsibility and awareness.
MEASURABLE OUTCOME	Each Spring trimester, 100% of classrooms will participate in Charity Marketplace by hosting a business, selling products, or actively volunteering in the setup and planning of the day.  Annually, 100% of classrooms work on the school garden.
METHODS OF MEASUREMENT	Recognition for the schools beach cleanup participation; fruits and vegetables grown in the school garden

### **Additional Assessments**

MHPS will develop standards-based assessments as well as administer norm-referenced tests. The standards-based assessments will be broken into three levels: daily formative assessment on the standards taught; standards quizzes; and interim assessments on standards taught to date.

- The daily formative assessments will be used to provide teachers with the information needed to intervene in class and to form groups for daily re-teaching.
- The standards quizzes will provide timely information to the teacher on students' levels of mastery of individual standards.
- The interim assessments will provide teachers with data covering the cumulative standards taught to date that require more frequent review.

Additionally, students will take trimester reading assessments for the purpose of measuring progress and to determine which students need to be pulled for intervention reading groups.

Annually, MHPS will utilize the CAASPP in grades 3-8th in addition to the teacher-made formative assessments to assist the Charter School to make informed decisions about the instructional needs and program efficacy for further improvement.

The following formal assessment tools will be used to measure outcomes for the students at MHPS:

	<b>STAR Early Literacy and / or STAR Reading</b>	<b>Daily assessment from student response system</b>	<b>CCSS quizzes</b>	<b>Unit Interim assessments (Math, ELA, Science)</b>	<b>Annual state assessments including CELDT and Smarter Balanced</b>	<b>NWEA MAP assessment</b>
<b>Kindergarten</b>	X			X	X	X
<b>1<sup>st</sup> Grade</b>	X	X		X	X	X
<b>2<sup>nd</sup> - 5<sup>th</sup> Grade</b>	X	X	X	X	X	X
<b>6<sup>th</sup> - 8<sup>th</sup> Grade</b>	X	X	X	X	X	X

Assessment	Purpose	Grade	Timeline	Min. Performance Level
<b>English Language Arts</b>				
Daily Formative Classroom Assessments	Measure competency against standards	K-8	Daily	80%
Unit Interim Assessments	Measure competency against standards	K-8	Every 6 weeks	80%
STAR Reading STAR Early Lit.	National Norm Referenced Test	K-8	3 times annually	Proficient
Measures of Academic Progress (MAP)	National Norm Referenced Test	K-8	3 times annually	Growth of >1.5 grade levels until grade level is reached and maintained
Smarter Balanced Assessment	CCSS state assessment	3-8 <sup>th</sup>	Annually	Proficient

Assessment	Purpose	Grade	Timeline	Min. Performance Level
<b>Mathematics</b>				
Daily Formative Classroom Assessments	Measure competency against standards	K-8	Daily	80%
Interim Assessments	Measure competency against standards	K-8	Every 6 weeks	80%
Measures of Academic Progress (MAP)	National Norm Referenced Test	K-8	3 times annually	Growth of >1.5 grade level until grade level is reached
Smarter Balanced Assessment	CCSS state assessment	3-8 <sup>th</sup>	Annually	Proficient
<b>Science</b>				
Formative Classroom Assessments	Measure competency against standards	K-8	Daily	80%
Interim Assessments	Measure competency against standards	K-8	Every 6 weeks	80%
California Standards Test (CST)	State Criterion Based Assessment	5, 8	Annually	Proficient

Assessment	Purpose	Grade	Timeline	Min. Performance Level
<b>English Language Learning</b>				
Measures of Academic Progress (MAP)	National Norm6 Referenced Test	K-8	3 times annually	Growth of >1.5 grade levels until grade level is reached and maintained
California English Language Development Test (CELDT)	Measure English language acquisition	K-8	Upon enrollment and annually thereafter	Early Advance
<b>Special Education</b>				
Individualized Education Plan	Measure student progress	K68	3 times annually	Meet IEP goals

**STAR Early Literacy and STAR Reading** - STAR Early Literacy and STAR Reading and will be used to assess reading fluency, comprehension and pre-reading skills. These reading inventories will be administered to students as a means to gather baseline data, inform teachers about students overall instructional level, independent reading level and as a means to monitor progress. Information from these tests provide percentile scores and can be used to identify ability groups.

**Daily assessment from student response system** - This information will instantaneously provide teachers with information about students' level of mastery of a concept just taught. Teachers will be able to correct immediately, provide daily intervention and determine next steps for instruction.

**CCSS quizzes** - CCSS quizzes, along with daily review questions and checks for understanding will allow teachers to provide information to drive ongoing instruction and student supports.

**Unit Interim assessments** - Using teacher created CCSS aligned questions and other resources, students will be assessed on all standards taught during six-week units throughout the school year. School leaders and teachers will analyze the student data to carefully plan for interventions and areas for re-teaching either in whole class settings or in small groups.

**Annual state assessments** - These assessments will be used to analyze areas of needed improvement on implementation state tests such as the Smarter Balanced assessments and the CELDT and to guide MHPS curriculum development.

**NWEA MAP assessment** - NWEA Measures of Academic Progress® (MAP®) tests present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty.



## Use and Reporting of Data

MHPS will use a student information system (Illuminate) to warehouse and report student performance on the various assessments. Reports from standards quizzes and interim assessments will be made available to students, parents, and the Navigator School Board as requested. This information, along with the results from state and/or federal assessments will be included in the School Accountability Report Card (SARC). Once a week, MHPS staff will meet during an early release time period to review weekly assessment information and when applicable, trimester assessment data. It is at these meetings that curriculum and instruction adjustments will be made by each grade level team. Additionally, MHPS staff will ensure that student achievement data is disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Students of MHPS will demonstrate the following skills upon graduation from the Charter School:

- Students will be self-motivated to succeed in high school, college and work due to the success they have experienced at MHPS as measured by longitudinal studies, graduation and college entrance statistics
- Students will exhibit concise and effective communication through listening, speaking, reading and writing throughout all subject matters and using a variety of media
- Students will utilize the scientific method to understand and apply scientific knowledge of the broad areas of this subject, which includes the ability to hypothesize, evaluate data, observe, analyze, test and report the findings of research
- Students will be able to produce products related to self-expression and required core curriculum projects, such as graphs, charts, data-bases, and students will utilize technology effectively to enhance their learning of state standards
- Students will have a general knowledge of civics, history and geography as measured by teacher-made benchmark assessments, observations and standardized measures
- Students will demonstrate appropriate physical fitness abilities to enable them to participate in intramural sports should they choose to and to build healthy life style habits for the future.



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## ELEMENT 4 - GOVERNANCE STRUCTURE

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

The governance of Navigator Schools and MHPS is designed to meet the needs and interests of the Morgan Hill Unified School District as well as students, their families, and the city of Morgan Hill.

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

The Charter School will be a directly funded independent charter school and will be operated by Navigator Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached as Appendix M please find the Navigator Schools Articles of Incorporation, Corporate Bylaws (Appendix N), and Conflict of Interest Code (Appendix O).

### **Board of Directors**

Governance, policy-making authority, and fiduciary responsibility for MHPS will rest with the Navigator Schools Board of Directors. The Board of Directors will work closely with the MHPS Principal to implement the mission and vision of the Charter School. The governance structure of Navigator Schools has been proven to achieve two primary objectives:

1. To promote the success of the charter schools it operates, and its students in particular, through community-based support, grass-roots involvement, and local responsibility
2. To ensure adherence to the mission, vision and educational philosophy that has been described in this charter petition

The Board of Directors of Navigator Schools will be responsible for the oversight and management of all aspects of the charter schools it operates. Parents from each Navigator charter school will be encouraged to run for a seat on the Navigator Schools Board of Directors (“Board or “Board of Directors”) and/or attend Navigator Schools board meetings, which will be held on a rotational basis in each district home to a Navigator school. Video conferencing will also be available at the locations where the meeting is not being held.

The Navigator Schools Board of Directors will be the governing body of the Charter School, and it will operate in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Board consists of at least five (5) and no more than eleven (11) Board members. Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor director has been appointed.

### *Composition of Navigator Schools Board of Directors*

Navigator Schools Board of Directors is representative of the community. Board members will support the mission of the Charter School and serve voluntarily because they believe in its goals. Navigator Schools will seek to ensure that the members will represent a broad area of expertise and a broad cross-section of the school and local communities, including financial expertise, community and educational leadership. Navigator Schools will also look for people with backgrounds in real estate, law, educational pedagogy, public accountancy, business, and philanthropy to play a role in governance.

The Navigator Schools Board of Directors currently includes the following members:

- James Garguilo, accountant/bookkeeper, GPS Founder
- Ericka Davis, Accountant, Non-Profit Management
- Brett Mosher, business consultant, Charter School parent
- BJ Scheid, Network Engineer, IT
- Ray Blanchard, Small Business Entrepreneur, Community Organizer

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors.

Navigator Schools is currently recruiting board members with experience in nonprofit management, EL expertise, legal and Charter School operation.

### *Board meetings and responsibilities*

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors is fully responsible for setting policy and working with the MHPS Principal, and the operation and fiscal affairs of the Charter School including but not limited to the following:

- Ensure that the Charter School adheres to the goals outlined in this charter, as well as state and federal guidelines and other MHPS policies;
- Hold the Principal and Executive Director accountable for the academic and fiscal responsibility of the Charter School;
- Provide support to the Charter School for additional fund-raising, marketing and other services as needs arise; and
- Advocate on behalf of the Charter School, including working to establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.
- Hire, supervise, evaluate, discipline, and dismissal of the Principal of the Charter School;
- Approve and monitor the implementation of general policies of the Charter School;
- Approve and monitor the Charter School's annual budget and budget revisions;

- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

To ensure that the Board functions effectively, an annual board training will be conducted using “Building Excellent Schools” Charter School Board training curriculum as a resource or other relevant training materials. The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

The roles and responsibilities of the officers of the Board are outlined in the Navigator Schools bylaws (See Appendix N ).

The Navigator Schools Board of Directors will meet at least quarterly with the Principal and Executive Director at the regular board meetings. The Board also will review data provided by a comprehensive annual review of Charter School operations and make recommendations based on this data at public, noticed meetings.

The Charter School has adopted a conflicts code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflicts Code is attached within Appendix O. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. 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 of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members.

### *Recruitment, Selection, and Development of Navigator Schools Board Members*

The Principal will work closely with the Board of Directors to ensure that they are in full alignment with the Charter School's mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board would include but not be limited to:

- A dedication to furthering the vision and mission of Navigator Schools;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for Navigator Schools.

### *Selection of New Members*

A stable, committed Board of Directors is essential to the Charter School's success. Due to the significant impact of each Board member, new members will be selected by the Governance Committee through a careful screening process and shall hold two-year terms not to exceed to six years total. One of the duties of the Governance Committee, whose membership shall be determined by the first Navigator Schools Board, may be to recommend to the Board candidates to fill vacancies that arise as the board matures. It shall also provide ongoing orientation to directors and oversee a director assessment process to ensure optimum performance of the Board and all Navigator Schools activities.

The Governance Committee will implement a process for replacing members to Board:

1. Each spring (or as needed due to unplanned vacancies), the Governance Committee will identify existing vacancies, or vacancies that are bound to arise due to the ending of board service terms. Thought the Governance Committee is responsible for the vetting of all potential board candidates, any member of the Board may identify potential members and submit a resume for the candidate to the Governance Committee.

2. The Governance Committee will review resumes for, have conversations with, discuss, and rank all prospective candidates.
3. The Governance Committee will recommend candidates to the Board and bring the nomination to the Board for a vote at the next Board meeting.
4. The full Board will review the candidate's resume and vote to approve new members.
5. New members will begin their term of office in July or as needed when there is a vacancy. Once members have been sworn in, the Navigator Schools Board of Directors will partake in a mandatory board introductory training as well as the annual board training. New members will be presented with the past history of the board, by laws and policies, as well as all full board and committee responsibilities. New members will be elected to the Navigator Schools Board of Directors when a previous member's term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

The manner for posting meeting notices, distributing agendas, and recording governing board actions is as follows: The Navigator Schools Board will meet in accordance with California Law and the Brown Act. The time, place, and dates of such meetings will be made available to the general public via posting at the school sites, on our schools' websites, and in school newsletters. Typically, the Navigator Schools Board meets the third Tuesday of every month. The meetings begin at 7pm as this allows a greater number of parents to attend the meetings. In future years, Board meetings will take place in the different communities being served on a rotational basis to increase participation from the local communities. The Navigator Schools' meeting schedule will be published annually by April 15th for the following school year.

1. Agendas will be published in advanced and distributed to each governing board member and be posted near the school office and on the school's website for public viewing in accordance with the Brown Act.
2. The Board of Directors will identify priorities based on the Charter School's mission.
3. Using these priorities as a framework, the Principal will create a budget with the assistance of the Board, an ad hoc Finance Committee and the back office support provider (if contracted).
4. The School Board will solicit input from faculty and staff regarding Charter School needs and use the input to inform ongoing budget development.
5. The Principal will solicit input from families regarding Charter School needs and use the input to inform ongoing budget development. Parent surveys will be administered to facilitate this process.
6. Once all stakeholder feedback has been considered, a draft will be submitted to the ad hoc Finance Committee of the Board of Directors who will review the budget for the following:
  - a. Resource allocation is reflective of the school's mission
  - b. Revenue assumptions are reasonable
  - c. Changes relative to prior year's actuals, accounting for variances and current year's projections, are justified
  - d. Monthly cash flow remains positive
  - e. Reserve requirements are met

7. The Finance Committee will present the budget to the full Board of Directors for ratification.
8. The final draft of the preliminary budget will be sent to MHUSD by June 15th for District review.

### **Role of the Principal and Navigator Staff**

The Principal will be the leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Principal shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

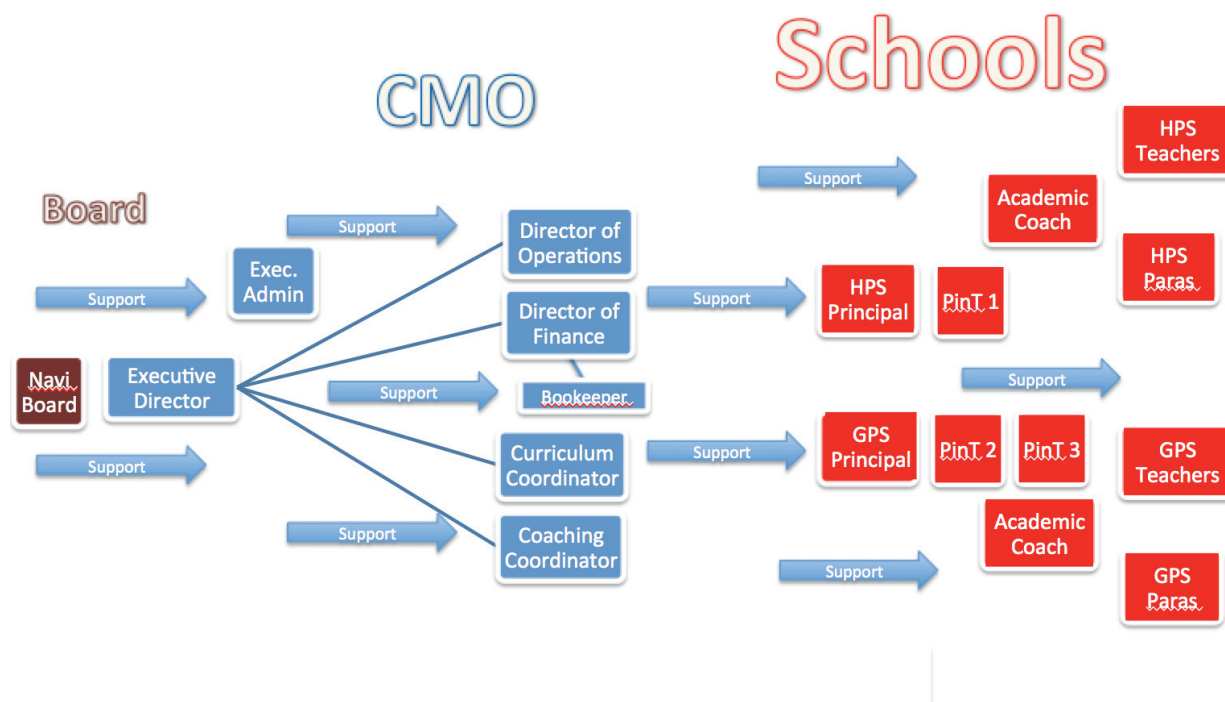
- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;



- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report and the SARC;
- Present independent fiscal audit to the Charter School Board of Directors and after review by the Board of Directors present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

*Organizational Chart*

Below, please find Navigator School’s schools current organizational chart:



## **Process to Involve Parents and Employees in Governance**

Navigator Schools believes that parental support is an integral part of a student's education, and will make every effort to ensure that parental input is considered in the Board's decision-making process. Parents play an integral role in the governance of the schools. Besides the opportunity to serve on the Navigator Board of Directors, parents may also serve on the MHPS Parent Advisory Committee, the MHPS ELAC and the MHPS Parent Club. All of these opportunities provide parents opportunities to set direction in policy development, supplemental program implementation and fundraising.

### *Parent Involvement in Governance*

MHPS will form a Parent Advisory Council ("PAC") to involve parents and members of the community in the operation of the Charter School. This Council may assist the Principal with recruitment, interviews, community outreach, resource development, extracurricular programs, community service projects, and day-to-day operations if needed.

Parents/guardians and family members can be involved in Navigator governance and MHPS operation through a variety of methods, including but not limited to:

- Parents will have the opportunity to address the Navigator Schools Board at board meetings and may serve as a member on the Navigator Schools School Board.
- Parents may serve on Board or Charter School committees
- Parents may serve on the MHPS Parent Advisory Committee
- Parents may serve on the MHPS ELAC
- Parents may serve on the MHPS parent club and can send a representative to speak at each board meeting
- Parents will be made aware of Board agendas at the school site in accordance with the Brown Act
- Maintenance of Board meeting minutes on the Navigator Schools website.
- Parents will be invited to participate in the MHPS mid-year Parent Satisfaction Survey
- Parents will be invited to participate in the End-of-Year Parent Satisfaction Survey

Additionally, the staff and Principal will adopt a comprehensive parent involvement plan (LCAP) that includes opportunities for parents and guardians to become involved in the Charter School's governance.

*Staff, Student, and Community Involvement in Governance*

The Charter School will provide opportunities for staff, students and the community to become involved in the Charter School's governance. Staff and students will be invited to Board meetings, PAC and annual LCAP meetings and will be encouraged to create committees including student council in order to have an organized voice in the Charter School.

MHPS will also involve the community in the Charter School by informing the community about how the Charter School is serving as a center of change for the betterment of the community. Navigator Schools plans to send Charter School representatives to speak at and/or participate in neighborhood council meetings, MHUSD board meetings and events sponsored by other community organizations. Community members may also participate in Charter School events, such as our annual flea market and Kermes, our Harvest carnival and any of our fundraising events. Additionally, Navigator Schools and MHPS plan to work with organizations such as the Silicon Schools Fund and any and all interested Santa Clara County school districts to improve the quality of education for all students.



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## ELEMENT 5 - EMPLOYEE QUALIFICATIONS

*The qualifications to be met by individuals to be employed by the school.  
California Education Code Section 47605(b)(5)(E)24*

### **Overview**

Desired qualifications for all employees include: A commitment to the mission and vision of the Charter School, an ability to work effectively on a team with colleagues, students, families and community members, experience with a variety of instructional approaches, interest or expertise in technology, multi-lingual skills, experience and interest in working with a diverse student population, and a deep commitment to their own professional growth and excellence.

We outline the qualifications for the key positions below; due to the growing nature of the proposed Charter School, qualifications and responsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position, especially during the Charter School's early years. With growth, we realize that the Navigator and MHPS organizational system and job descriptions may vary based upon the needs of our students and the growth of our educational program.

Navigator Schools will not discriminate or harass any employee based on race, color, religion, sex, gender identity, gender expression, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law.

### **Fingerprinting and Criminal Background Check**

Prior to employment and within thirty days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. MHPS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. For a detailed description of the fingerprinting process, please see the Health and Safety section in Element 6.

### **Compliance with the Commission on Teacher Credentialing Requirements and ESEA**

MHPS will conform to the legal requirements that all core, college prep Charter School teachers shall hold a Commission on Teacher Credentialing multiple subject teaching credential with CLAD emphasis, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. The Charter School will maintain current copies of all teacher credentials and/or proof of credential clearances on file at its site.

Appropriate record keeping of credentials held by teachers as well as other documentation will be monitored and maintained on file by the administrative designees. Credentials will be reviewed on an annual basis to ensure that teachers carry the necessary certifications, as required by law. Teachers' credential information will be readily available for inspection by the Charter School's authorizer with the understanding that the charter agrees to uphold the confidentiality of the teachers' information in the same manner that the Charter School is required to maintain the confidentiality of personnel records by law. Employees will be responsible for monitoring and updating the status of their own credentials. Employees will also be responsible for their own fees related to their credentials.

MHPS will comply with the provisions of the ESEA as they apply to certificated personnel. All teachers will be highly qualified as defined by the ESEA. Prior to employment, each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Principal and/or administrative

designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

### **Recruitment of Staff**

Jim Collins describes the importance of “getting the right people on the bus” in his book, Good To Great. MHPS believes that it is critical to have people on the team who are following and participating in this educational model. Staff members and volunteers will choose to join MHPS because they understand and agree with the mission, vision and model of the Charter School. The staff will understand that the measure of success is student achievement.

Leadership, under the independent charter, is able to recruit, hire and retain the very best. It is the intention of MHPS to offer merit pay to its staff based on the hard measurable outcomes for students. Our strategies for maintaining excellent teachers will be the following:

Hiring is critical to our success. We will draw from a pool of educators dedicated to and experienced with the needs of our student demographics. The foremost quality we look for in our staff is a dedication to providing all students with an excellent education and a desire to work relentlessly to assure that students excel. We will take a local and national approach towards recruiting our administrative and teaching staff. A major resource for recruitment will be Cal State Teach students, use of EdJoin and job postings at our nearby teacher training institutes, San Jose State, California State University Monterey Bay, and other nearby teaching institutions. MHPS is committed to recruiting staff with a wide range of skills and qualities, teaching and administrative experience and to having a staff as reflective of the Morgan Hill community as possible.

Recruitment of teachers will commence as soon as the authorizer approves the charter.

The hiring process will consist of a multi-step application and interviewing process as shown below:

1. Application, resume, and cover letter submitted by candidate.
2. Administrators and other key staff will review and rate applications into three categories: strong, proficient, and weak candidates. Proficient and strong candidates will be invited to submit a written application designed to evaluate communication skills, educational philosophy, and commitment to academic achievement.
3. Candidates will be invited to a 45-minute interview. Finalists will have reference checks completed. A second interview for the top candidates will determine who will be hired.
4. All newly hired Morgan Hill Prep teachers will participate in a one-week summer orientation in which school wide procedures and policies will be learned and practiced. Volunteer students will be recruited to provide authentic practice.

## **Qualifications, Job Description, and Responsibilities of MHPS Staff**

### *Principal*

#### **Qualifications**

- Bachelor's degree
- Bilingual preferred
- Possess leadership experience
- At least 5 years teaching experience
- Understanding of charter school law
- Valid CA teaching credential

#### **Job Description and Responsibilities**

- Report to the Board of Directors. Assist Board in setting direction for mission, preserving the vision of MHPS's founders, and developing the next five-year strategic plan. Attend all Board meetings and provide monthly updates regarding agreed upon objectives and goals for Principal and other school leaders
- Develop succinct chart/report format for reporting key initiatives to the Board (achievement, safety, culture improvements, enrichment programs, intervention programs.)
- Direct the day-to-day operations of the Charter School. Ensure that the Charter School carries out its mission to serve students well, to support teachers, to communicate effectively and in a timely manner with all of the members of the MHPS community and to adhere to all applicable local, state and federal laws
- Oversee the development and implementation of plans to define, communicate, and consistently reinforce the expectations for MHPS's students, faculty and parents/guardians
- Ensure that the Charter School is a safe and healthy environment. Respond immediately to situations that jeopardize the status, including, in conjunction with other staff members, the disciplining of students up to and including expulsion. Develop and document an effective approach and response system that reinforces school values that is consistent with Federal and State laws.
- Supervise students' progress toward meeting benchmark goals, graduation requirements, including supervising office manager, overseeing the academic functions of any after-school programs.
- Oversee MHPS's academic program, including course offerings, scope/sequence/integration of key standards and master schedule
- Coordinate professional development and teacher support, including programs for new teachers and new MHPS faculty members who will include training in the technology use and delivery of instruction that is unique to the school, in the form of faculty weeks, faculty meetings, in-service days
- Supervise the teaching staff
- Assess the success of initiatives and recommend changes to improve student a

- Communicate effectively with the community (students, faculty, donors, and community partners. Send out/post to web site monthly broad-based communication regarding new initiatives and progress in achieving existing initiatives. Respond ASAP to important communications.
- Serve as key administrative link between the Board and staff to any Strategic Planning efforts
- Recommend and facilitate staff hiring in conjunction with the Executive Director and Navigator Schools Board.
- Conduct performance evaluations of faculty and staff
- Discipline and/or terminate faculty and staff as appropriate in conjunction with Executive Director and Navigator School Board. Should a situation arise, consult with Board Members regarding legal issues. Keep Board apprised of all personnel issues
- Respond in a timely fashion to all state-required information, so the Charter School is in compliance with state and federal requirements for example, mandated state testing, teacher certification, and Title I compliance under the terms of ESEA
- Respond in a timely fashion to reasonable requests for information from the Morgan Hill Unified School District
- Work with the back office services provider to implement and closely monitor the approved budgets. Monitor expenditures of all budgets for personnel and programs. Participate in development of budgets for future years
- Work with staff members and volunteers to submit grants that support MHPS's mission and foster MHPS's success
- Direct webmaster to keep MHPS's website up-to-date with timely and accurate information about the School's program
- Supervise the enrollment of students for and help prospective families develop a clear picture of MHPS's expectations for students and families
- Act as key spokesperson for MHPS
- Please note that the above list is subject to change if and when the Charter School's needs or priorities change. Such a potential change in duties or responsibilities will be addressed with the Chair of the Board

### *Office Manager*

#### **Qualifications:**

The Office Manager is, above all, a customer service oriented position with a significant amount of face-to-face interaction. Reporting directly to the Principal, the Office Manager is often relied upon to have his or her finger on the pulse of the staff and students. He or she is also expected to maintain a high level of confidentiality and discretion at all times. Qualifications include:

- Applicants must be proficient with Microsoft Office including Word, Excel, Publisher and Outlook. Intermediate to Expert Excel skill level is desired.
- An A.A. degree is required at the minimum.
- Requires previous administrative experience, highly efficient organizational skills, a love of school age children



and comfort with administering basic first aid. Position also requires current CPR and First Aid certification (this can be obtained after the individual is hired).

- Bilingual skills are preferred.
- Job Description and Responsibilities
- Greeting visitors
- Answering phones
- Processing new student registration
- Maintaining office record-keeping systems
- Scheduling school facilities
- Overseeing office supplies inventory and equipment

### *Core Teachers*

Core teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of *the Elementary and Secondary Education Act*.

#### **Qualifications for Core Teachers:**

- Bachelor's Degree
- ESEA Highly Qualified
- Multiple Subject Teaching Credentials with CLAD emphasis that is available for review at the CTC website
- Passionate and completely dedicated to MHPS's mission and a steadfast belief that all students deserve preparation for the college of their choice
- Unwavering belief that all students can achieve at the highest academic levels
- High level of professionalism
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching practices
- Commitment to developing professionally as a teacher and leader
- Commitment to analyzing students' academic achievement results and using assessment data to inform instruction

#### **Instructional Responsibilities:**

- Ensure that the Charter School's academic standards are rigorous, clear, measurable and aligned with CCSS
- Use the Charter School's scope and sequence to develop unit plans and daily lesson plans
- Submit weekly lesson plans with grade level team to the Principal
- Work with support teacher to revise, edit and improve daily lesson-plans

- Develop curriculum that addresses different learning styles
- Develop assessments that measure student progress
- Create weekly syllabi for students and families
- Use a variety of methods to engage students in the classroom
- Assume responsibility for the progress of all students
- Continuously use assessment data to refine curriculum and instructional practices
- Communicate effectively with students, families and colleagues
- Work with grade-level and subject-level teams to develop curriculum and create strategic plan for meeting the needs of the students and maintaining the vision of MHPS.
- Maintain close relationships with parents and guardians and involve them in their children's education
- Teach and lead general education and/or small group intervention classes every day
- Use planning periods for the advancement of student academics
- Lead either one tutoring or enrichment class every day
- Tutor students or perform some other designated duty every day

### *Non-Core Teachers*

#### **Qualifications for Non-Core Teachers:**

- Bachelor's Degree
- Subject area knowledge / expertise
- Passionate and completely dedicated to MHPS's mission and a steadfast belief that all students deserve preparation for the college of their choice
- Unwavering belief that all students can achieve at the highest academic levels
- High level of professionalism

*Certificated SPED teacher*

The certificated SPED teacher will be involved in all aspects of teaching and learning. This will include developing curriculum, managing assessments and the strategic use of data. The tasks that this teacher will be responsible for may include the following: implementation and training in RTI, facilitating SST's, facilitating communication between staff regarding student data that is used to inform instruction daily and during intervention times, manage special education students, provide small group instruction to students with and without IEP's, facilitate communication between parents of students with IEPs and their teachers, coordinate services for students designated as EL's, Low Achieving and High Achieving students, provide staff training to assist teachers in working with all students at MHPS.

**Qualifications:**

- Bachelor's degree, Master's Degree preferred, with several years of teaching experience in Special Education
- ESEA Highly Qualified
- Possession of appropriate special education credential
- Training or relevant experience in teacher management
- Demonstrated significant academic gains in low income urban demographics, as indicated by objective assessments
- Passionate and completely dedicated to MHPS's mission and a steadfast belief that all students deserve an excellent public education in preparation for high school and college
- Unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels
- Focus on the use of frequent assessment and data to measure academic progress and inform professional development and strategic plan for academic outcomes
- Exemplary classroom management skills as indicated by the ability to create an ordered and focused classroom environment
- Proven ability to work collaboratively with a diverse team of teachers
- Experience with developing standards-based curriculum
- Ability to effectively set and communicate goals for teachers to achieve
- Ability to give constructive feedback on issues that will facilitate growth and achievement of both students and teachers
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, and lead by example
- Ambitious and interested in growing as an educational leader
- An entrepreneurial spirit, who embraces the opportunity for creativity and hard work inherent in a start-up
- Experience with teacher recruitment and/or hiring

### *Academic Coach*

MHPS has one Academic Coach, who is focused on the implementation of MHPS's academic systems and mentoring teachers to improve their effectiveness. Job qualifications for the Academic Coach include:

- Academic Coach must have made Significant Gains with their students for at least the past year;
- Academic Coach, must espouse MHPS's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;
- Academic Coach must show the desire and ability to mentor young teachers. Teaching adults is different from teaching children. Mentoring requires a commitment on the part of an Academic Coach to their Teachers and an ability to demonstrate and explain verbally their own practices;
- Academic Coach must be strong team players, helping to make the faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress.
- Mentoring teachers to help them develop excellent instructional practices;
- Helping teachers identify and manage students experiencing academic, behavioral, and emotional difficulties in school.

### *Attendance Clerk*

#### **Qualifications:**

- Ability to carry out oral and written directions, read, write, and speak at a level sufficient to fulfill the duties to be performed.
- High school diploma or equivalent required.
- One year of clerical experience required
- Knowledge of English usage, grammar, spelling, punctuation, vocabulary and arithmetic.
- Knowledge of basic computer skills including, but not limited to, Microsoft Word and Excel.
- Knowledge of basic clerical operations performed in a public school.
- Knowledge of office methods and procedures.
- Ability to operate standard office equipment.
- Ability to type at a speed of 40 words a minute from clear copy.
- Ability to perform routine clerical work, including ability to make simple mathematical calculations.
- Ability to maintain cooperative working relationships with those contacted in the course of work.
- Lift and/or carry up to 25 pounds at waist height for short distances.

The Attendance Clerk performs a variety of general clerical typing, recordkeeping, or student service functions. The attendance clerk:

- Assists students, parents and teachers in matters relating to attendance.
- Performs a wide variety of clerical work including typing, word processing, data entry, proofreading, filing, checking and posting information to records.
- Assists in the registration of students.
- Answers the telephone and waits on students or the general public, giving information as required
- Works closely with site secretary in specific tasks/projects as determined.
- Prepares, posts to and maintains files and records of students, purchasing, maintenance, inventory, personnel, and related business matters;
- Coordinates scheduling of school and community activities held at the school
- Contacts parents regarding student absences
- Operates office equipment and keeps records as directed
- Prepares transcripts of students
- Types/prepares letters, reports, memoranda, library and textbook lists, library catalog cards, bulletins or other material from oral direction, rough draft, copy notes, or transcribing machine recordings
- Takes lunch counts and collects and accounts for monie
- Performs mathematical calculations
- Receives, sorts and distributes incoming and outgoing mail
- May fill in as a receptionist
- Assists with minor first aid, may administer medication.
- May prepare statistical reports including attendance report
- May maintain records of school keys and inventory list of school equipment and machines.
- Maintains regular and prompt attendance in the workplace.
- Performs other related duties as assigned.

### *Paraprofessionals*

Some paraprofessionals will assist certificated staff in the instruction, supervision and training of individual students or groups of all subgroups of students including any, or a combination of, the following conditions: mental retardation; autism; severe physical/medical involvement (i.e. cerebral palsy, seizure disorders, etc.); communication disorders (to include non-verbal); hearing/vision impairment; learning disorders; emotional disturbances; behavioral challenges. Other paraprofessionals may teach in small group reading, computer lab, iPad lab and perform yard duty. Paraprofessionals may also participate in the school's enrichment portion of the day.

#### **Minimum qualifications:**

- AA degree or 48 college units
- 2 years experience working with school-aged children preferred
- Paraprofessional/educator or instructional assistant experience is preferred
- Employees may be required to become certified in the following areas: First-Aid, CPR

### *Custodian*

#### **Qualifications:**

- Education - High School Diploma or equivalent
- Experience - Three years of experience as a custodian
- Licenses and Other Requirements - DOJ and FBI fingerprint clearance
- Executes the custodial maintenance of the school
- Inspect facilities and grounds and contact proper authority if fire, safety, or other related problems occur.
- Perform custodial duties according to schedule
- Cleans restrooms, dressing rooms, shower rooms, classrooms, and common areas.
- Stocks toilet and sanitary supplies.
- Vacuums, sweeps and mops floors.
- Dusts and polishes furniture and wood work.
- Empties and cleans waste receptacles.
- Washes windows and walls.
- Polishes metal work; and takes care of equipment and materials.
- Demonstrate proper and safe use of materials.
- Coordinate the set-up and preparation of rooms for special events and needs.
- Reports needed repair work to proper authorities.

- Assist in ordering and maintaining custodial and floor care materials and supplies as assigned.
- Maintain a variety of records as required, such as inventory distribution and cleaning inspections.
- May utilize a computer or computer terminal as assigned.
- Performs minor repairs to building fixtures and equipment.
- Operates and checks low pressure boiler, lights, gas heaters, and other similar items.
- Waxes and refinishes floors and shampoos carpets.
- Pick up paper and other debris from grounds and buildings.
- May be required to perform miscellaneous maintenance work such as touch up painting.
- Operate a variety of district vehicles and equipment.
- Move and/or re-arrange furniture, chairs, desks, tables, etc.
- Assure security of buildings and grounds during assigned times.
- Performs other duties as assigned.

### **Salaries and Benefits**

Employee salaries are determined on an individual basis by the Principal and / or Navigator Schools board based on education, experience, knowledge, and skills. The Board of Directors and Principal will review the salaries and benefits annually to ensure that they are fair, reasonable, and within the Charter School's budget. MHPS salaries will compare to MHUSD's salary schedule and may also include merit pay that is based on grade-level performance of students and participation in furthering the Charter School's mission and vision.

MHPS will offer the following benefits as applicable to qualifying full-time employees:

- Workers' Compensation Insurance
- Unemployment Insurance
- Medicare
- Retirement Benefits
- Health Benefits (90% of employee only)
- Medical
- Dental
- Vision
- Illness days and personal days
- Bereavement days

- Vacation policy for non-teaching staff
- Leaves of absences (including leaves as they pertain to the Family and Medical Leave Act (FMLA), California Family Rights Act (CFRA), or Labor Code 233).
- Process for resolving complaints
- Process for ensuring due process

See Appendix P for an example of the MHPS Handbook



## ELEMENT 6 - HEALTH AND SAFETY PROCEDURES

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.*

*California Education Code Section 47605(b)(5)(F)*

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation.

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

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and 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 two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Director of Operations shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **Child Abuse Reporting Procedures**

MHPS shall comply with the Child Abuse Reporting Laws set forth in the California Penal Code. In accordance with state law, all MHPS teachers and staff shall be mandated to report any suspected child abuse. Teachers and staff will receive in-service training and sign documentation verifying notification and understanding regarding this responsibility.

### **Immunizations**

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

### **Medication in School**

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

### **Vision, Hearing, and Scoliosis Screening**

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

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

### **Drug Free/Alcohol Free/Smoke Free Environment**

MHPS shall function as a drug, alcohol, and tobacco free workplace.

### **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

### **Blood borne Pathogens**

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

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

### **Facility Safety**

The Charter School will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Further, we will test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

If MHUSD facilities are used during the term of this charter, MHPS shall abide by all MHUSD policies relating to Maintenance and Operations Services.

MHPS's facilities will comply with applicable city and/or state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

MHPS, under the supervision of the Navigator Schools Board, will provide for the maintenance and upkeep of its facilities. Issues related to maintenance of facilities will be handled on an as needed basis by MHPS maintenance staff. Issues directly impacting the health, welfare, and safety of students, parents, and employees of the school will be addressed immediately.

MHPS will contract services for major and minor facility repairs, landscaping, and/or pest control, if needed. In order to maintain a safe facility, MHPS will develop a school safety plan that is kept on file for review and school staff members will be trained on the safety procedures outlined in the plan. A copy of this plan will be available on campus. MHPS will also ensure that any auxiliary services that may be offered, such as transportation, food preparation and service, custodial services, and hazardous materials are safe to the extent applicable by law and in accordance with the school safety plan.

MHPS will submit a certificate of occupancy issued by the applicable permitting agency to the District before the Charter School is scheduled to open. If MHPS moves or expands to another facility during the term of this charter, MHPS shall provide a certificate of occupancy to the District for each facility before school is scheduled to open in the facility or facilities.

### **Comprehensive Discrimination and Harassment Policies and Procedures**

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

## **Staff Responsibilities**

All employees are responsible for their own safety, as well as that of others in their workplace. MHPS will rely upon its employees to ensure that the work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on MHPS's premises, or in a product, facility, piece of equipment, process, or business practice for which the school is responsible, the employee will bring it to the attention of the Principal or another member of the administration immediately. The Charter School's administration will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the administrator regarding the problem. Periodically, MHPS may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated. All employees will be required to maintain current First Aid and CPR certification. The American Red Cross or other authorizing agency will provide annual trainings on site.

## ELEMENT 7 - MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

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

### **Efforts to Recruit Students**

In accordance with applicable law, MHPS will have open admission for any student who seeks to enroll in the Charter School. MHPS is committed to serving academically low-achieving and economically disadvantaged students to offer them a seamless path to success in high school and college. Our hope is to be in a location community where on average 50-70% of the students qualify for free or reduced-price lunch according to federal guidelines. We will overcome any communication challenges or language barriers by employing bilingual staff that we might face in reaching our targeted demographics, and will aggressively recruit all students from our proposed school neighborhood by utilizing volunteers who are bilingual. We are dedicated to making sure that all community members are equally aware of the alternative we are providing to elementary and middle school students in Morgan Hill. We will rely heavily on grassroots, word-of-mouth marketing by developing strong community ties and partnerships with community organizations such as local schools, churches, businesses, clubs, and the neighborhood council. We will initiate a flyer campaign with representatives who are fluent in Spanish and English in order to effectively communicate our goals. Community outreach functions have been held in various locations to date. We have hosted several meet and greets in the downtown area, meetings at local restaurants and outreach opportunities at the Farmer's Market and the local church.

We understand that the student population in Morgan Hill may be highly mobile. Based on the founding group's experience as classroom teachers, enrollment trends at neighboring schools, and observations at other charter schools serving similar populations, we expect seats to vacate during the school year. Vacancies will be filled in the open grades by offering admission to the next student on the waiting list for that grade. We intend to allow new students admission to the school to fill vacant seats up through the end 8th grade.

The Board of Directors of the Charter School shall annually evaluate the racial and ethnic makeup of the Charter School and compare and contrast it with the population of the District. If it is determined by Board that the racial and ethnic balance, does not reflect the general population of the District, the committee shall review its policy, outreach programs, and services and implement a plan to attempt to remedy the discrepancy. Such a plan might include additional outreach programs or new and enhanced services to attract a broader base of students. The committee will also be responsible for assessing the quality and effectiveness of the Charter School's relationships with the various community organizations with which the Charter School has established partnerships.



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## ELEMENT 8 - ADMISSION REQUIREMENTS

*Admission requirements, if applicable.*

*California Education Code Section 47605(b)(5)(H)*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School to the extent that space allows. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

For enrollment policies, see Appendix R.

### **Summary of the MHPS Application Process**

The MHPS Application process includes:

1. Open Enrollment Period (First day of school in August – March 31st)
  - a. Recruitment/Informational Meetings
  - b. Completion of application form
2. Random Public Drawing (April)
  - a. Single drawing
  - b. Notification of families
3. Enrollment Paperwork (completed within one week of lottery or notification of admission)
  - a. Acceptance letter signed and mailed to school by parent/guardian
  - b. Completion of all required enrollment documents, including but not limited to:
    1. Proof of age
    2. Immunization records
    3. Home language survey
    4. Emergency medical information
    5. Family – School Involvement Agreement (Appendix S)
    6. Orientation (May-August)
      - a. Attendance at school orientation
      - b. Review Parent-Student Handbook (Appendix T)

## **Public Random Drawing**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing shall be given to students in the following order:

1. All students currently enrolled in the Charter School.
2. Siblings of enrolled students.
3. Children of employees of the Charter School (not to exceed 10% of MHPS enrollment; exempt)
4. Residents of the District
5. All other applicants

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

Assurances:

- The MHPS lottery process will be public, transparent, and fair
- MHPS lottery will be held in April and the event will be held in a public space large enough to accommodate all interested parties
- An uninterested party will be charged with conducting the process
- Parents do not have to be present to participate
- Parents will be notified within 72 hours of being selected and will have one week to respond

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

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

The Charter School will conduct the lottery in the Spring for enrollment in Fall of that year.



## ELEMENT 9 - FINANCIAL AND PROGRAMATIC AUDITS

*The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

*California Education Code Section 47605(b)(5)(I)*

### **Financial Audit**

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Navigator Schools Board of Directors shall form an Audit Committee to annually oversee the selection of an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the State Controller's K-12 Audit Guide, and will verify, at a minimum, the accuracy of MHPS's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls.

To the extent required by federal law, the scope of this audit will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the Morgan Hill Unified School District, the Santa Clara County Office of Education, the State Controller, and the California Department of Education by December 15 of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request and there is money budgeted to cover the cost.



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## ELEMENT 10 - PUPIL SUSPENSION AND EXPULSION

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

### **Charter School Pupil Suspension and Expulsion Policy**

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

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

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

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

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

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

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

## *B. Enumerated Offenses*

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

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

the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
  - s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:**
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- 3. Discretionary Expellable Offenses: Students may be recommend for expulsion for any of the following acts when it is determined the pupil:**
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force of violence upon the person of another, except self-defense.

- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Made terrorist threats against school officials and/or school property. For purposes of this

section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.



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

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

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

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

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

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

### *C. Suspension Procedure*

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

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

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

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

#### **2. Notice to Parents/Guardians**

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

#### **3. Suspension Time Limits/Recommendation for Expulsion**

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

#### *D. Authority to Expel*

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### *E. Expulsion Procedures*

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

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### *G. Record of Hearing*

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

### *H. Presentation of Evidence*

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

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

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

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

### *I. Written Notice to Expel*

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

### *J. Disciplinary Records*

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

### *K. No Right to Appeal*

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

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

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

### *M. Rehabilitation Plans*

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

### *N. Readmission*

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

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

#### **1. Notification**

If the Charter School is operating as a public school of the District for special education purposes in accordance with Education Code Section 47641(b), the Charter School shall immediately notify the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability and coordinate the procedures in this policy with the District. Otherwise, the Charter School will notify the SELPA, as appropriate.

#### **2. Services during Suspension**

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

### 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

### 4. Due Process Appeals

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

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

## 5. Special Circumstances

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

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

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

## 6. Interim Alternative Educational Setting

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

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

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

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

- i. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- j. The parent has requested an evaluation of the child.
- k. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.
- l. If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.



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

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



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## ELEMENT 11 - RETIREMENT SYSTEM

*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.*

*California Education Code Section 47605(b)(5)(K)*

MHPS plans that employees will participate in the federal social security system and will have access to other Charter School-sponsored retirement plans, if created, according to policies adopted by the Board of Directors. The Charter School retains the right for its Board to elect to have employees participate in the State Teachers' Retirement System (STRS) and/or Public Employees' Retirement System (PERS), as applicable to their position and credential status, and to coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future. If the School should opt to participate in the STRS or PERS systems, it will contract with the County as necessary to forward any required payroll deductions and related data. The Principal shall be responsible for ensuring that appropriate arrangements for coverage have been made.



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## ELEMENT 12 - PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

*The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.*

*California Education Code Section 47605(b)(5)(L)*

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



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## ELEMENT 13 - EMPLOYEE RETURN RIGHTS

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.*

*California Education Code Section 47605(b)(5)(M)*

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School nor will it be carried over from year to year at the Charter School. Employment by the Charter School provides no rights, including tenure, of employment at any other entity, including any rights in the case of closure of the Charter School.



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## ELEMENT 14 - DISPUTE RESOLUTION

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

*California Education Code Section 47605(b)(5)(N)*

### **Disputes Arising from within the Charter School**

It is the intent of the District and the Charter School that complaints and disputes regarding the Charter School be resolved quickly and informally in an atmosphere of cooperation whenever possible.

Complaints regarding the operation of the Charter School received by the District will be promptly forwarded to the Charter School for processing according to procedures adopted by the Charter School, prior to being addressed by the District. Charter School procedures shall include reasonably expeditious time lines and a full opportunity for parents/guardians of any students directly affected to express their concerns. The District will not address the dispute if the Charter School is able to fully resolve the problem, unless the Charter School requests the District's involvement.

### **Disputes between the School and the Charter-Granting Agency**

The staff and Board of Directors of MHPS and the Morgan Hill Unified School District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

In the event that the MHPS and the Morgan Hill Unified School District have disputes regarding the terms and conditions of this charter or any other issue regarding the Charter School and authorizer's relationship, both parties agree to follow the process below:

In the event of a dispute between the MHPS and the Morgan Hill Unified School District, the staff and Board of Directors of the Charter School and District agree to first frame the issue in written format, then refer the issue to the Superintendent of the District and Principal of MHPS. 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, the Charter School requests that this shall be specifically noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Principal and Superintendent shall 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 shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Principal and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the Principal shall meet to jointly identify a neutral, third party mediator.

The Principal and superintendent are required to meet at least once, but may mutually agree to meet more than once if it appears that further meetings may successfully resolve the issue. If the Parties do not successfully resolve the dispute by this informal meeting, then the Party finding the informal meeting unsatisfactory shall provide written notice to the other Party, demanding mediation. The demand for mediation may not be given prior to the first informal meeting, and shall not be given any later than ninety (90) calendar days following the completion of the first informal meeting. The demand for mediation shall be sent certified mail-return receipt requested to the other Party, and shall set forth all of the issues that Party deems outstanding that must be submitted to mediation. The Party in receipt of the demand for mediation shall respond within twenty (20) business days listing any issues it deems appropriate for submission to the mediator.

Within twenty (20) calendar days or less of the written Request for Mediation, the Parties shall agree on one mediator. The costs of mediation shall be borne by the Parties equally. Recommendations from the mediator shall be non-binding.

Any such controversies (except those for which the appropriate remedy should be injunctive relief) shall be mediated within sixty (60) calendar days of the date on the written demand for mediation, or the soonest date thereafter that the mediator is available.

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 the Charter School.

## ELEMENT 15 - LABOR RELATIONS

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.*

*California Education Code Section 47605(b)(5)(O)*

Navigator Schools shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act (“EERA”). Navigator Schools shall comply with the EERA.



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## ELEMENT 16 - CLOSURE

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

*California Education Code Section 47605(b)(5)(P)*

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

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

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

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

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

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33, as well as any required academic reporting.

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

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

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

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

## MISCELLANEOUS PROVISIONS

### **Budget and Financial Reporting**

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

Attached, as Appendix V, please find the following documents:

- A projected first year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

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

### **Insurance**

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

## **Administrative Services**

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

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School may be interested in discussing the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

## **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.”  
California Education Code Section 47605(g).*

Pursuant to Proposition 39, MHPS will seek District facilities beginning in the Charter School’s first year of operation as a charter school, starting July 1, 2015. The type of facilities requested for the first year of operation are those that would allow MHPS to serve two classes per grade-level from Kindergarten through 3rd grade. Seven classrooms, office space, computer lab, field space, cafeteria space and a library are needed to successfully implement the Navigator model in year one. In the event that MHPS, for any reason, operates wholly or partially in facilities other than those provided by the District, the Charter School will not be hampered in meeting the goals and objectives set forth in this charter. MHPS’s facility will comply with all applicable State, Federal and local regulations and maintain readily accessible records for such regulations. Morgan Hill Prep School seeks a building in the western area of Morgan Hill where there is a higher concentration of the target population that MHPS seeks to serve. While the Charter School’s facility has yet to be secured, MHPS ensures that the site and any modifications will comply with all state and local building codes, the Federal Americans with Disabilities Act (ADA) requirements, and other applicable fire, health, and structural safety requirements. The school will maintain readily accessible records documenting such compliance on file at the main office.

## **Transportation**

Transportation for all students to and from the Charter School will be the responsibility of the parents or guardians unless otherwise required by a student’s IEP. Assistance may be given in arranging carpools, or finding other alternatives.

## **Severability**

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Morgan Hill Unified School District Board of Trustees and Navigator Schools Board of Directors.



### **Cooperation**

The Morgan Hill Unified School District agrees to cooperate with MHPS in all matters related to the implementation of this charter and interactions with the California State Board of Education. Additionally, Navigator Schools has attached its Petitioners Intent document with the required signatures of meaningfully interested petitioners and teachers (see Appendix U).

### **Term of Charter**

The term of this charter shall begin on July 1, 2015 and expire on June 30, 2020.

### **Civil Liability Impact**

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

Navigator School, a California non-profit public benefit corporation shall operate the Charter School. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

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

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

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

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.



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## CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2015 through June 30, 2020.



# Navigator Schools

Charting a new course in education

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