

# **MAIDU VIRTUAL CHARTER ACADEMY**

## **Charter Petition**

**Submitted  
To  
Placer Union High School District**



**July 1, 2018 - June 30, 2023**

Revised: 5.8.2019rh

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## **Affirmations and Assurances**

MAIDU VIRTUAL CHARTER ACADEMY (also referred to herein as, the “Charter School”) shall:

- Be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Admit all students who wish to attend the Charter School. [Ref. Education Code Section 47605(d)(2)(A)]
- Except for existing pupils of the Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend the Charter School exceeds the Charter School’s capacity. Preference shall be extended to pupils currently attending the Charter School and pupils who reside in the Placer Union High School District [Ref. Education Code Section 47605(d)(2)(B)]
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. [Ref. Education Code Section 47605(d)(1)]
- 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.
- Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in other public schools. [Ref. Education Code Section 47605(c)(1)]
- 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).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the Superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- On a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- Comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as authorized and amended by the Every Student Succeeds Act (“ESSA”).
- Comply with the Public Records Act.
- Comply with the Family Educational Rights and Privacy Act.

## I. Introduction

Petitioners hereby submit the following petition to the Placer Union High School District Board of Trustees for the establishment of the MAIDU VIRTUAL CHARTER ACADEMY (“Charter School”), a California charter school that will be operated and governed by the Placer Union High School District Board (also referred to herein as “PUHSD” or “District”). This Charter shall take effect upon approval of the PUHSD Board for a term of five (5) school years, commencing July 1, 2018, and continuing through June 30, 2023. The Charter School will provide a voluntary public educational choice for parents and students in grades 9-12 who choose to provide their students an education in the PUHSD with an independent study, online, blended learning model that will provide engaging and rigorous academic curriculum that meets the personalized needs of the students. Further, students who meet the qualifications for dual enrollment with Sierra College, will be provided access to community college courses that will run concurrent with select PUHSD courses.

The Charter School will provide quality education, instruction, and guidance. Through curricular support and selected resources, the Charter School will strive to ensure that students make appropriate progress toward the school-wide and student-level outcomes of the California Common Core State Standards as addressed in this charter petition.

The Charter School's objective is to provide a vehicle for the delivery of the Placer Union High School's engaging and academically rigorous and challenging educational experiences to students who have chosen to be educated outside of their local traditional public schools and districts.

The Charter School will be built on a two-stranded model comprised of a “Collegiate Strand” and a “Personalized Strand.” Both strands will be based on a blended-learning model, with most curriculum be delivered online.

Students participating in the Collegiate Strand will meet ~~the same graduation standards and credits required of other students in the PUHSD.~~ **Similar graduation requirements to other PUHSD students with lower number of electives, adjusting the credits to 220.** They will be expected to be enrolled in between 3 and 4 courses per term and complete 30-40 credits, while staying on-track toward graduation and attempting a-g qualification. Dual-enrollment with Sierra College will also be an option in this strand.

The Personalized Strand will be built on a student’s Personalized Education Plan (PEP) and

would provide a unique set of opportunities for the teacher and student to design an individualized set of academic goals with students able to work in a self-paced environment. The plan would be built on the student's needs and life goals. Initially, the Charter School will be served by a staff of ~~six~~ **seven** instructors, with the option of growing as enrollment determines.

## **II. Required Charter Elements (Education Code Section 47605(5)(b))**

The Charter Schools Act provides that a petition must contain reasonably comprehensive description of the elements described in California Education Code Sections §47605(b)(5)(A)-(P). These sections of law and the required descriptions are discussed below.

The Charter School will implement a safe, supportive, and structured high school environment, where a flexible and individualized pathway that will support all students with 21st Century Skills to ensure college and career readiness. The ultimate goal is to develop and empower students and families to be successful through higher education, career, and beyond.

The Charter School is committed to providing a supportive learning environment where students and staff work together in a spirit of mutual respect and are provided opportunities to be creative and seek the resources necessary to attain academic and personal growth as a basis for lifelong learning. The Charter School is an independent study high school operating under the leadership of the Placer Union High School District (PUHSD) and is one of six high schools which provide educational programs for approximately 4,000 students in the Placer Union High School District (PUHSD).

### **ELEMENT A: Educational Program**

"A description of the educational program of the school, designed, among other things, to describe what the school intends to accomplish, 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 students to become self-motivated, competent and lifelong learners." Educ. Code 47605 (b)(5)(A)(i).

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

MAIDU VIRTUAL CHARTER ACADEMY:

332 Finley St.  
Auburn, Ca. 95603  
Phone: (530) 886-2003

Contact Persons:

Trent Wilson -Principal  
Rachel Stevenson - Counselor  
Bonnie Allen - Administrative Assistant

### Students to Be Served

The Charter School will provide an educational option for students from within the Placer Union High School District and from contiguous counties, whose families are seeking rigorous standards-based education in the 9-12 environment using independent study and/or digital technology as the base for their student's education. The Charter School will be a tuition free, non-sectarian public school of choice. The Charter School's projected 2018/2019 enrollment includes approximately 120 students with the following anticipated breakdown:

| <b>Grade</b> | <b>Total Enrollment</b> |
|--------------|-------------------------|
| 9th Grade    | 20                      |
| 10th Grade   | 20                      |
| 11th Grade   | 40                      |
| 12th Grade   | 40                      |

The above table represents the projected enrollment for the 2018/2019 school year only. The Charter School is expected to expand as student demand and enrollment increase. Students from PUHSD shall be given preference in admission to the Charter School. ~~The Charter School will be located on the Lynn MacDonald Education Center campus of Placer Union High School District (PUHSD).~~

### Educational Philosophy

Charter School Mission Statement:

The Charter is committed to providing a creative and supportive environment where students and staff are given opportunities to discover purpose, seek resources, and create experiences for learning and personal growth in an engaging and rigorous environment, enabling students to become self-motivated, competent lifelong learners.

Charter School Vision Statement:

Our vision is to continue as a leader in regards to pioneering 21st Century learning. The Charter School will provide a two-stranded set of options for our students. The "Collegiate Strand" will be built on access to a-g online curriculum, dual enrollment opportunities, and a competency-based approach to course and curriculum completion. The "Personalized Strand" will be more individualized and meet the students at their level of need and be based upon a Personalized Education Plan (PEP). Support through Personalized Education Plans, access to dual enrollment with our Community College partners, potential to complete and explore career pathways and access to a-g qualifying courses in an online environment, will be the focus of our vision.

We will maintain a nurturing, yet challenging educational environment that permits, motivates, and encourages students to reach their full potential in learning, creativity and citizenship, with a special focus on 21st Century skills. Dedicated, innovative educators will work together with

school families to maintain a community committed to high achievement and to fostering cognitive, creative, motivated, and enthusiastic life-long learners.

### An Educated Person in the 21st Century

An educated person in the 21st Century must be equipped with skills to operate in a global society. They must be motivated, lifelong learners, and productive and involved citizens. In order to be considered an educated person in the 21st Century, students must have proficiency of the following core subjects:

- English, and Language Arts
- World Languages
- Mathematics
- Science
- Social Science

The following skills will be embedded throughout the core curriculum:

21st Century interdisciplinary themes will include:

- Global awareness
- Financial, economic, business, and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

Creative and innovation skills will include:

- The ability to think creatively
- The ability to work collaboratively with others
- The ability to implement innovations as students act on creative ideas to make tangible and useful contributions

Critical thinking and problem solving skills will include:

- The ability to reason effectively
- The ability to use systems thinking as students analyze how parts of a whole interact to produce overall outcomes in complex systems
- The ability to make judgements and decisions
- The ability to solve problems

Communication and collaboration will include:

- The ability to communicate clearly
- The ability to effectively collaborate with others and assume shared responsibility for collaborative work while valuing the individual contributions of each team member

Information, media, and technology:

- The ability to access an abundance of information
- The ability to make rapid changes in the use of technology tools
- The ability to collaborate and make individual contributions using technology and media resources

### Programs for Students

The Charter School will offer a dynamic secondary education program integrating 21st century skills with independent study and online instructional modalities. Students will be encouraged to

be advocates for their own education as they develop and practice the skills necessary to be lifelong learners. The totality of the Charter School curriculum will be aligned with California Common Core State Standards and Curriculum Frameworks as well as CAASPP assessments and will be approved by the PUHSD Board of Trustees.

Online computer technology will be the vehicle of content delivery in the Charter School course of study. Courses will be offered online via the internet using curriculum developed by the staff of the Charter School. Canvas will be used as the Learning Management System with potential curricular support from Edmentum's Plato, ~~NROC~~, as well as a-g approved curriculum already in place in the PUHSD.

Students will be issued a Chromebook and will have access to the PUHSD Google Suite including email, Google Docs, Sheets, Slides and more. Meetings between students and teachers will be, at a minimum, once a week, unless it is deemed necessary to meet more often. ~~The Charter School will provide learning lab opportunities to support student studies. Meetings and learning lab opportunities will take place in the Charter High School Learning Commons located at 3775 Richardson Rd, Auburn, Ca. or in pre-arranged locations within the district.~~ ***The Charter School will be run as a "distributive" model, where students will receive services on the comprehensive campuses in the district or at mutually agreed upon public spaces. Most meetings and support will be provided in the Learning Commons at the comprehensive sites. The administrative office will be located at 332 Finley St., Auburn, Ca.***

In the interest of increasing the ways that students access content and expand their opportunities to demonstrate understanding of content, the Charter School will deliver curriculum in an online format. Blended learning opportunities will supplement subject area coursework, and support student assessment and learning. Web-based, interactive curriculum differentiated according to individual student's skill levels, allows students to work at their own pace, addresses multiple intelligences and learning styles, and quickly provides rich data that informs the focus and pace of classroom instruction (Schorr & McGriff, 2011).

#### Annual Program Goals for All Pupils and for All Pupil Subgroups

PUHSD shall ensure that the Charter School complies with all requirements pursuant to Education Code Section 47605(b)(5)(A)(ii), including developing annual goals, for all pupils schoolwide and for each subgroup of pupils as identified in California Education Code 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060. Please refer to the table in Element B: Measurable Pupil Outcomes, for the schoolwide goals for relevant subgroups and corresponding assessments. In order to reduce redundancy, the table in Element B incorporates goals, actions, measurable outcomes, and methods of measurement in a single table.

##### *a. Plan for Students Who Are Academically Below Standards Benchmark*

Students who are academically below standards benchmark are considered "strategic" or "intensive". Students in a strategic group consist of students who are 1 or 2 years behind their peers. Students in an intensive group consist of students who are more than 2 years behind and need considerable help. Intensive and strategic students will be identified by the Charter School counselor and teachers through ongoing progress reports, attendance reports, placement tests, formative and summative assessments, CAASPP assessment results, and regular parent and student communications. Student progress as assessed by the teacher will be shared with the parents to identify if further interventions are needed.

Teachers can also provide one on one or small group support in a virtual classroom as well as in person.

Students with more intensive needs will be referred to our “Personalized Strand” where direct, individualized support can be provided through a Personalized Education Plan (PEP). The Charter School staff will be trained to help with developing individual education plans. Personalized Education Plans (PEP) will determine programs of study and course selection for each student on an individualized basis and may allow variation in the number of credits *required to graduate* while still meeting the State minimums.

With the creation of the student’s personalized education plan, which includes the initial assessment; the success rate for the students will be greatly enhanced. The Charter School staff believes that both *their* confidence and the motivation to learn begins by meeting the student at the current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage their full potential. Students will be reassessed on a regular basis by ~~the~~ credentialed teachers to document progress or to make necessary changes to the student’s personalized education plan.

The Charter School staff will provide students and parents/guardians with helpful strategies, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources.

The Charter School will utilize a Personalized Learning Team (“PLT”) process to develop a plan to address “intensive” and “strategic” students individual needs. Parents/guardians of these students shall be included in the development of strategies to meet the specific needs of the student.

A PLT uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The PLT clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. A PLT is a general education function. All students can benefit from a PLT, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to PLT for consideration. Anyone who is connected with that student can be included in the PLT to provide information to share about the student's strengths, as well as concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

If the problem continues after implementation of a PLT plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the PLT.

*b. Plan for Students Who Exceed Standards Benchmark*

Students who exceed standards benchmark will have their individual needs considered and *curriculum* tailored to allow for them to be accelerated and/or be more highly challenged in their studies. The Charter School will offer a-g courses that will allow its

students to have access to California's UC and CSU systems. In addition, through the Charter School and District's partnership with Sierra College, dual enrollment options will be available. The Charter School's Guidance Department will offer opportunities for connections with access to universities, state schools, and our community college partners.

The Charter School staff and parents/guardians identify students performing above grade-level by engaging in an ongoing observation and evaluation of the student's coursework and formative and summative assessments, as well as CAASPP assessment results. The supervising teacher and parent may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace. Qualified students may also take advantage of previously mentioned dual enrollment courses through our community college partner. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We encourage students to experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of college curriculum.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their learning style, interests, strengths and knowledge of a particular subject. They will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

#### *c. Special Education Students*

The Charter School shall function as a public school of the Placer Union High School District for the purposes of Education Code section 47646 and the Individuals with Disabilities and Education Improvement Act (20 U.S.C. sections 1400, et seq.) (hereinafter "IDEA") during the term of this Charter. PUHSD shall determine how the special education and related services are to be provided to the students attending the Charter School and the Charter School shall comply with District policies and procedures with respect to the provision of special education and related services.

#### *Section 504 of the Rehabilitation Act/ Americans with Disabilities Act*

PUHSD is responsible for the Charter School's compliance with the Rehabilitation Act ("Section 504") and the Americans with Disabilities Act ("ADA") and the Charter School shall comply with the District policies and procedures.

#### *d. English Learners*

The Charter School will meet all requirements of federal and California state law relative to equal access to the curriculum for English Language Learners. The Charter School has developed high quality instructional programs and services for English Learners (ELs) that allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards as English speaking students. All teachers at the Charter School will have an EL authorization (CLAD) and implement specially Designed Academic Instruction in English (SDAIE) strategies in their online classes.

#### Instructional Time and Standards

Students enrolled in the Charter School will, according to individual academic contracts and teacher-student contact, meet the minimum amount of work necessary to constitute a Charter

School day of non-classroom-based independent study. Minutes of instruction will be within the Charter School's and teacher's discretion to determine - but whatever that minimum amount of work is, it *must* be done *on* the scheduled school day for which it is claimed as attendance for ADA purposes.

The Charter School's students will meet the same set of academic and District standards as required for students attending other District schools. Students will be provided with approved instructional materials and access to District resources as are all other students in the district. Facilities and equipment, currently available in the PUHSD, will continue to be accessible for use by the Charter School, including classes on District campuses that are not offered at the Charter School and co-curricular activities, such as choir, drama, various art classes, and other courses. The Charter School students will also be able to earn credits toward their diploma through CTEWorks and Sierra Community College courses.

The Charter School's academic calendar shall generally align with the PUHSD traditional academic calendar-commencing before September 30 in accordance with State Charter School guidelines, and including but not limited to 180 instructional days. The number of instructional minutes for all grades shall meet or exceed the State's requirements in Education Code Section §47612.5(a).

#### **ELEMENT B: 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 skill, 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 52056, that apply for the grade levels served, or the nature of the program operated, by the charter school.”

(California Education Code 47605 (b)(5)(B))

The Charter School 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 CCSS) and reflect proficiency measures required by the selected assessment(s), 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 the Charter School.

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.” [Ref. Cal. Education Code § 47607(a)(3)(B).]

The following table delineates the Charter School's schoolwide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the

nature of the program operated, by the Charter School, methods for measuring progress, the individual(s) with primary responsibility, and the measurable pupil outcomes for each, all aligned with the state's priorities defined in Cal. Ed. Code Section 52060(d).

| <b>CHARTER SCHOOL GOALS &amp; ACTIONS TO ACHIEVE THE STATE PRIORITIES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to achieve 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. 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." |                                                                                                                                                                                                                                         |
| <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))i                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                         |
| <b>SUBPRIORITY A – TEACHERS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                         |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1. Provide the highest quality staff in each position within the District.                                                                                                                                                              |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1. Will evaluate staff based upon PUHSD/ATP contract.<br>2. Teachers will have appropriate credentials for assignment.                                                                                                                  |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1. 100% completion rate of evaluations with appropriate recommendations.<br>2. 100% of teachers will have appropriate credentials.                                                                                                      |
| <b>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                         |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1. Align all adoptions with California Common Core State Standards (CCCSS), and district-wide Essential Learning Outcomes (ELOs).                                                                                                       |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1. Texts and curriculum will be 100% aligned with CCCSS and ELOs following recommendation from PUHSD Ed Services team.                                                                                                                  |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1. Instructional materials to reflect 100% alignment with CCCSS and ELOs.                                                                                                                                                               |
| <b>SUBPRIORITY C – FACILITIES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                         |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1. Maintain an equipment replacement reserve.<br>2. Continue to provide functional, safe, and clean classrooms, facilities, and grounds.                                                                                                |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1. Maximize state/local funding to maintain and improve facilities and equipment.<br>2. Master Facility Plan to be updated annually; using Facilities Inspection Tool (FIT) report to be completed consistent with district scheduling. |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1. Alignment to Master Facility Plan and Technology Plan.                                                                                                                                                                               |

| <b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b><br>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>                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                        |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                            | <ol style="list-style-type: none"> <li>1. Students will be able to demonstrate that they have met or exceeded standards in CCCSS.</li> <li>2. Students will demonstrate mastery of district-wide ELOs in academic core courses</li> </ol>                                                                              |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                | <ol style="list-style-type: none"> <li>1. Teachers will use CCCSS and District ELOs to develop competency-based curriculum and assessments.</li> <li>2. Teachers use formative and summative assessments to inform instruction and prepare students for CAASPP assessments.</li> </ol>                                 |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                          | <ol style="list-style-type: none"> <li>1. California Assessment of Student Performance and Progress (CAASPP); increase by 1% Standard Exceeded or Met and decrease Standard Nearly Met and Not Met by 2%.</li> <li>2. Student proficiency/mastery of ELOs will be measured by competency-based assessments.</li> </ol> |
| <b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                        |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                            | <ol style="list-style-type: none"> <li>1. Students will be able to demonstrate that they have met or exceeded standards in CCCSS.</li> <li>2. Students will demonstrate mastery of district-wide ELOs in academic core courses.</li> </ol>                                                                             |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                | <ol style="list-style-type: none"> <li>1. Teachers will use CCCSS and District ELOs to develop competency-based curriculum and assessments.</li> <li>2. Teachers use formative and summative assessments to inform instruction and prepare students for CAASPP assessments.</li> </ol>                                 |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                          | <ol style="list-style-type: none"> <li>1. Increase CAASPP Standard Met and Exceeded scores by 1% and decrease Standard Nearly Met and Standard Not Met by 5%.</li> <li>2. Student proficiency/mastery of ELOs will be measured by competency-based assessments.</li> </ol>                                             |
| <b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                        |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                            | <ol style="list-style-type: none"> <li>1. Students will be able to demonstrate that they have met or exceeded standards in CCCSS, including ELD Standards.</li> <li>2. Students will demonstrate mastery of district-wide ELOs in academic core courses, including ELD.</li> </ol>                                     |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                | <ol style="list-style-type: none"> <li>1. Teachers will use CCCSS and District ELOs to develop competency-based curriculum and assessments.</li> <li>2. Teachers use formative and summative assessments to inform instruction and prepare students for CAASPP assessments.</li> </ol>                                 |

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| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ol style="list-style-type: none"> <li>1. Increase number of students achieving proficiency in ELPAC results.</li> <li>2. Maintain or increase RFEP rate (10%).</li> </ol>                                                                                                       |
| <b>STATE PRIORITY #3— PARENTAL INVOLVEMENT</b><br>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                  |
| GOALS TO ACHIEVE PRIORITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ol style="list-style-type: none"> <li>1. Improve family and community involvement.</li> <li>2. Increase outreach partnerships to provide direct/indirect support to students, staff, and community.</li> </ol>                                                                  |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>1. Increase in participation of Stakeholder Advisory Committee meeting bi-annually; Increase access to information.</li> <li>2. Participate in district community business partnership through PUHSD in the Workplace program.</li> </ol> |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ol style="list-style-type: none"> <li>1. 5% increase parent/family attendance to parent and community meetings including parent Advisory Committee meetings.</li> <li>2. Increase positive scores on California Healthy Kids Survey (CHKS).</li> </ol>                          |
| <b>STATE PRIORITY #4— STUDENT ACHIEVEMENT</b><br><i>Pupil achievement, as measured by all of the following, as applicable:</i><br><i>A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i><br><i>B. The Academic Performance Index (API)</i><br><i>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i><br><i>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)</i><br><i>E. EL reclassification rate</i><br><i>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i><br><i>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</i> |                                                                                                                                                                                                                                                                                  |
| <b>SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                  |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ol style="list-style-type: none"> <li>1. Increase achievement of all students by preparing them for career and college.</li> </ol>                                                                                                                                              |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>1. Equity of access to all programs including dual enrollment, a-g, CTE pathways.</li> <li>2. Effective first instruction and intervention for students.</li> </ol>                                                                       |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ol style="list-style-type: none"> <li>1. Demonstrating continuous improvement as measured by the California School Dashboard; College and Career Indicators and English Learner Progress Indicator.</li> </ol>                                                                  |
| <b>SUBPRIORITY B – API</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                  |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ol style="list-style-type: none"> <li>1. Work towards continuous improvement as</li> </ol>                                                                                                                                                                                      |

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|                                                                                                                                                                                                                                                                                                              | designated on the California School Dashboard.                                                                                                                |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                     | 1. Use School Dashboard to guide actions and define goals.                                                                                                    |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                               | 1. Demonstrating continuous improvement as measured by the California School Dashboard; College and Career Indicators and English Learner Progress Indicator. |
| <b>SUBPRIORITY D – EL PROFICIENCY RATES</b>                                                                                                                                                                                                                                                                  |                                                                                                                                                               |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                 | 1. English Learners will increase in proficiency level each year.                                                                                             |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                     | 1. Provide designated language development tailored to each student’s English proficiency level.                                                              |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                               | 1. Set first year ELPAC scores as baseline.                                                                                                                   |
| <b>SUBPRIORITY E – EL RECLASSIFICATION RATES</b>                                                                                                                                                                                                                                                             |                                                                                                                                                               |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                 | 1. Move eligible students from EL to RFEP status.                                                                                                             |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                     | 1. Support and challenge EL students to they are ready for reclassification.                                                                                  |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                               | 1. Maintain or increase current RFEP rate based upon PUHSD Reclassification Criteria (16-17 10%).                                                             |
| <b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b><br>Pupil engagement, as measured by all of the following, as applicable:<br>A. School attendance rates<br>B. Chronic absenteeism rates<br>C. Middle school dropout rates (EC §52052.1(a)(3))<br>D. High school dropout rates<br>E. High school graduation rates |                                                                                                                                                               |
| <b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>                                                                                                                                                                                                                                                              |                                                                                                                                                               |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                 | 1. Maintain or improve attendance rates of students.                                                                                                          |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                     | 1. Evaluate barriers to student attendance and in act related interventions.                                                                                  |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                               | 1. Maintain or improve student attendance rates.                                                                                                              |
| <b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>                                                                                                                                                                                                                                                             |                                                                                                                                                               |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                 | 1. Improve attendance of chronic absentee students.                                                                                                           |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                     | 1. Evaluate barriers to student attendance and in act related interventions.                                                                                  |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                               | 1. Reduce Chronic Absenteeism by 5%.                                                                                                                          |
| <b>STATE PRIORITY #6— SCHOOL CLIMATE</b><br>School climate, as measured by all of the following, as applicable:<br>A. Pupil suspension rates<br>B. Pupil expulsion rates<br>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness      |                                                                                                                                                               |
| <b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>                                                                                                                                                                                                                                                                |                                                                                                                                                               |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                 | 1. Improve services that promote and align with District’s MTSS.                                                                                              |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                     | 1. Incorporate Restorative Practices into discipline                                                                                                          |

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| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1. Maintain present suspension rate (0 -5 suspension days).                                                                                                                                                                                                                                                                                                                 |
| <b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                             |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1. Improve services that promote and align with District’s MTSS.                                                                                                                                                                                                                                                                                                            |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1. Incorporate Restorative Practices into discipline plan.                                                                                                                                                                                                                                                                                                                  |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1. Maintain present expulsion rate (0 per year)                                                                                                                                                                                                                                                                                                                             |
| <b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                             |
| GOALS TO ACHIEVE SUBPRIORITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1. Continue to provide functional, safe, and clean classrooms, facilities, and grounds.                                                                                                                                                                                                                                                                                     |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1. Increase student and parent participation in site/LCAP/advisory meetings.<br>2. Complete California Healthy Kids Survey.                                                                                                                                                                                                                                                 |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1. Increase participation in meetings by 5%.<br><del>2. Increase percent of positive responses in CHKS survey.</del>                                                                                                                                                                                                                                                        |
| <b>STATE PRIORITY #7— COURSE ACCESS</b><br><i>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.</i><br><br><i>“Broad course of study” includes the following, as applicable:</i><br><i>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)</i><br><i>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))</i> |                                                                                                                                                                                                                                                                                                                                                                             |
| GOALS TO ACHIEVE PRIORITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1. Fully implement Common Core State Standards, including literacy/language arts, math, science, social science, and world languages.<br>2. Provide access to all classes, including dual enrollment courses, throughout district to all students who meet Community College criteria.<br>3. Increase achievement of all students by preparing them for career and college. |
| ACTIONS TO ACHIEVE GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1. Equity of access to all programs including dual enrollment, a-g, CTE pathways.<br>2. Effective first instruction and intervention for students.<br>3. Encourage and support under-represented students to participate in available programs.                                                                                                                             |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1. Increase number of underrepresented students accessing dual enrollment courses.<br>2. Number of students qualifying for a-g status.<br>3. Increase in the number of students who have Met or                                                                                                                                                                             |

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|                                                                                                 | Exceeded Standards on CAASPP assessments.                                                                                                                                                                                                                                              |
| <b>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</b>                                                 |                                                                                                                                                                                                                                                                                        |
| <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i> |                                                                                                                                                                                                                                                                                        |
| <b>SUBPRIORITY A – ENGLISH</b>                                                                  |                                                                                                                                                                                                                                                                                        |
| GOALS TO ACHIEVE PRIORITY                                                                       | <ol style="list-style-type: none"> <li>1. Students will be able to demonstrate that they have met or exceeded standards in CCCSS.</li> <li>2. Students will demonstrate mastery of district-wide ELOs in academic core courses.</li> </ol>                                             |
| ACTIONS TO ACHIEVE GOALS                                                                        | <ol style="list-style-type: none"> <li>1. Teachers will use CCCSS and District ELOs to develop competency-based curriculum and assessments.</li> <li>2. Teachers use formative and summative assessments to inform instruction and prepare students for CAASPP assessments.</li> </ol> |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                  | <ol style="list-style-type: none"> <li>1. California Assessment of Student Performance and Progress; increase in Level 3+ scores and decrease in Level 1 scores.</li> </ol>                                                                                                            |
| <b>SUBPRIORITY B – MATHEMATICS</b>                                                              |                                                                                                                                                                                                                                                                                        |
| GOALS TO ACHIEVE PRIORITY                                                                       | <ol style="list-style-type: none"> <li>1. Students will be able to demonstrate that they have met or exceeded standards in CCCSS.</li> <li>2. Students will demonstrate mastery of district-wide ELOs in academic core courses.</li> </ol>                                             |
| ACTIONS TO ACHIEVE GOALS                                                                        | <ol style="list-style-type: none"> <li>1. Teachers will use CCCSS and District ELOs to develop competency-based curriculum and assessments.</li> <li>2. Teachers use formative and summative assessments to inform instruction and prepare students for CAASPP assessments.</li> </ol> |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                  | <ol style="list-style-type: none"> <li>1. California Assessment of Student Performance and Progress; increase in Level 3+ scores and decrease in Level 1 scores.</li> </ol>                                                                                                            |
| <b>SUBPRIORITY C – SOCIAL SCIENCES</b>                                                          |                                                                                                                                                                                                                                                                                        |
| GOALS TO ACHIEVE PRIORITY                                                                       | <ol style="list-style-type: none"> <li>1. Students will be able to demonstrate that they have met or exceeded standards in CCCSS.</li> <li>2. Students will demonstrate mastery of district-wide ELOs in academic core courses.</li> </ol>                                             |
| ACTIONS TO ACHIEVE GOALS                                                                        | <ol style="list-style-type: none"> <li>1. Teachers will use CCCSS and District ELOs to develop competency-based curriculum and assessments.</li> <li>2. Teachers use formative and summative assessments to inform instruction and prepare students for CAASPP assessments.</li> </ol> |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT                                                  | <ol style="list-style-type: none"> <li>1. California Assessment of Student Performance and Progress; increase in Level 3+ scores and decrease in Level 1 scores.</li> </ol>                                                                                                            |
| <b>SUBPRIORITY D – SCIENCE</b>                                                                  |                                                                                                                                                                                                                                                                                        |
| GOALS TO ACHIEVE PRIORITY                                                                       | <ol style="list-style-type: none"> <li>1. Students will be able to demonstrate that they have met or exceeded standards in CCCSS.</li> <li>2. Students will demonstrate mastery of district-wide</li> </ol>                                                                            |

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|                                                   | ELOs in academic core courses.                                                                                                                                                                                                                                                         |
| ACTIONS TO ACHIEVE GOALS                          | <ol style="list-style-type: none"> <li>1. Teachers will use CCCSS and District ELOs to develop competency-based curriculum and assessments.</li> <li>2. Teachers use formative and summative assessments to inform instruction and prepare students for CAASPP assessments.</li> </ol> |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT    | <ol style="list-style-type: none"> <li>1. California Assessment of Student Performance and Progress; increase in Level 3+ scores and decrease in Level 1 scores.</li> </ol>                                                                                                            |
| <b>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</b> |                                                                                                                                                                                                                                                                                        |
| GOAL TO ACHIEVE PRIORITY                          | <ol style="list-style-type: none"> <li>1. Improve standards-based Visual/Performing Arts Program.</li> </ol>                                                                                                                                                                           |
| ACTIONS TO ACHIEVE GOAL                           | <ol style="list-style-type: none"> <li>1. All students, including all subgroups, will receive Visual/Performing Arts instruction through online courses.</li> </ol>                                                                                                                    |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT    | <ol style="list-style-type: none"> <li>1. 100% Participation in Charter School Electives.</li> </ol>                                                                                                                                                                                   |
| <b>SUBPRIORITY F – PHYSICAL EDUCATION</b>         |                                                                                                                                                                                                                                                                                        |
| GOALS TO ACHIEVE PRIORITY                         | <ol style="list-style-type: none"> <li>1. Improve standards-based Physical Education Program.</li> </ol>                                                                                                                                                                               |
| ACTIONS TO ACHIEVE GOALS                          | <ol style="list-style-type: none"> <li>1. Increase in number of students passing the Fitness Gram.</li> </ol>                                                                                                                                                                          |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT    | <ol style="list-style-type: none"> <li>1. 1% increase in students passing the five Fitness Gram components in Grade 9.</li> </ol>                                                                                                                                                      |
| <b>SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)</b>   |                                                                                                                                                                                                                                                                                        |
| GOALS TO ACHIEVE PRIORITY                         | NA                                                                                                                                                                                                                                                                                     |
| ACTIONS TO ACHIEVE GOALS                          | NA                                                                                                                                                                                                                                                                                     |
| MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT    | NA                                                                                                                                                                                                                                                                                     |

The above actions will be further guided by the following District goals and related actions. The District shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The District shall submit the LCAP to Placer County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The District may establish additional and/or amend school-specific goals, outcomes and corresponding assessments throughout the duration of the charter.

### **ELEMENT C: Measure of Student Outcomes**

"The method by which pupil progress in meeting those pupil outcomes is to be measured."  
(California Education Code Section §47605 (b)(5)(C))

As described in Element B of this Charter, the Charter School will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

The Charter School will use a variety of data sources to measure pupil outcomes and ultimately

the success of the Charter School. The Charter School will use a combination of both formative and summative assessments created by both internal and external sources to get the most detailed picture of student achievement.

The Charter administers all assessments within the California Assessment of Student Performance and Progress, district-wide interim assessments, and classroom formative and summative assessments to determine student progress. Additional methods of measuring pupil progress includes all “a-g” curriculum implementation measurements, student grades based on content mastery, attendance rates, graduation rates, and parent satisfaction with the Charter programs through various survey instruments and processes.

#### **ELEMENT D: The Governance Structure of the Charter School**

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 Sections §47605 (b)(5)(D))

##### **A. Governing Board.**

MAIDU VIRTUAL CHARTER ACADEMY is a charter school operated by the Placer Union High School District. The Placer Union High School District Governing Board of Trustees (“Board”) shall be the governing body of the Charter School and holder of the Charter. As the chartering authority, the District shall have supervisory oversight duties, including but not limited to, ensuring that the Charter School complies with all reports required of charter schools by law, and monitoring the fiscal condition of the Charter School.

The District will provide all appropriate support services in order to contribute to the successful operation of the Charter School. In general, direct support costs of personnel, financial, legal, purchasing, and facility services shall be budgeted for and paid by revenue generated by student average daily attendance as reported by the Charter School and included in the overall budget of the District.

The Board of Trustees will designate the current Director/Principal of Alternative Education to serve as administrator of the Charter School to implement the policies of the Charter School's outlined herein and to work with the teachers to oversee the day-to-day activities of the Charter School. The District will operate the Charter School with the goal of creating a high school utilizing online blended classes and traditional independent study modality in order to provide high academic standards in all content areas, and will set policy, approve budget, and assure that the Charter School maintains high academic standards.

##### **B. School Site Council and Advisory Committee.**

Pursuant to California *Education Code (EC)* Section 52855 and *EC* 64001 a school site council (SSC) will develop, annually review and update the Single Plan for Student Achievement (SPSA). The SSC will recommend the SPSA to the local governing board for approval.

The SSC must meet the composition requirements specified in *EC 52852* unless granted a waiver from the State Board of Education (SBE). The composition of the SSC is specified as follows:

- The SSC shall be composed of:
  - the principal; teachers selected by teachers at the school, and
  - other school personnel selected by other school personnel at the school,
  - parents of students attending the school and/or community members selected by such parents, and
  - in secondary schools, students selected by students attending the school.
- The SSC shall be constituted to ensure parity between:
  - the principal, classroom teachers, other school personnel, and
  - equal numbers of parents or community members selected by parents and students.

In addition, the Charter School shall have an advisory committee which will be a subset of the Site Council. The purpose of this Advisory Committee will be to review and propose policies and goals of the Charter School (subject to the approval of the District's Board of Trustees), monitor the Charter School's academic and operational performance, and help develop, adopt a set of parent involvement policies and strategies and share the information with the Site Council.

### **C. Parental Involvement.**

The Charter School recognizes the role of parents as the primary educators of their children. One goal of the Charter School is empowering parents as educational partners. Parent participation at the Charter School influences the development of the total school and its components.

In addition to the School Site Council and Advisory Committee membership, all parents will be encouraged to participate in the daily life of the Charter School. Parents have the opportunity to participate in a variety of meaningful ways, including school events, LCAP (Local Control and Accountability Plan) meetings, and annual district LCAP meetings.

The Charter School may encourage parental involvement, but shall notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement to, or continued enrollment at, the Charter School. [Ref. Education Code section 47605(n).]

### **ELEMENT E: Employee Qualifications**

“The qualifications to be met by individuals to be employed by the school.”

Educ. Code Section 47605 (b)(5)(E)

The District will recruit and employ professional, effective and qualified personnel that believe in the mission and educational philosophy of the Charter School for all administrative, instructional, instructional support, and non-instructional support capacities.

### **Principal**

The Principal of the Charter School is responsible for overseeing the day-to-day operations of the Charter School and staff. The Principal reports to the Superintendent of the District or designee for the execution of assigned duties, and provides leadership and oversight for the instructional,

operational, and financial aspects of the Charter School. The Principal also provides leadership and supervision in ensuring Charter School compliance with all federal, state, county and other agency regulations governing education of students.

The Principal in coordination with District, will be responsible for:

- Providing leadership and supervision of the development and implementation of effective instructional education for all the Charter School students
- Ensuring adequate staffing occurs in all departments and oversees personnel practices
- Overseeing the development and implementation of an effective instructional, strategic, and operational plan
- Providing visionary instructional leadership and sound fiscal management for the Charter School
- Ensuring that the Charter School maintains accurate financial records
- Attending and facilitating Site Council and Advisory Committee meetings
- Providing leadership and supervision in providing training on an ongoing basis to the Charter School teachers and staff
- Ensuring that the school site is in compliance with regulations of the Education Code, the California Department of Education, and IDEA
- Ensuring instructional minute requirements are met daily and annually
- Ensuring timely and accurate completion of Multi-Year Budget and Cash Flow Summaries.
- Oversee adherence to the District safety policies
- Ensure department and academic goals are met
- Continuing to research and implement measures to ensure the safest and most productive campus environment possible
- Providing leadership for the development of the Charter School programs and curricula
- Fostering and nurturing a positive and supportive school culture for students, staff, and parents
- Acting as liaison between parents and teachers, and students and teachers, when appropriate
- Annually reporting to the PUHSD Board of Trustees as to the state of the Charter School

### Qualifications

Person holding this position possess, at minimum:

- Excellent communication and community-building skills.
- Experience in various leadership positions.
- Administrative and educational experience and appropriate credentials per California Commission on Teacher Credentialing requirements.
- Demonstrated leadership, decision-making, and managerial skills.
- Passionate about working with youth/adolescents and their families.

## **Teachers**

While the Principal is responsible for overseeing the curriculum and assessment program, the Charter School teachers shall be primarily responsible for implementing the Charter School's educational program. Guided by the District-wide Essential Learning Outcomes (ELOs), Teachers will be able to create and disseminate curriculum in their respective subject area. Teachers will be expert assessors with the ability to assess in a variety of modes and for a variety of skills. Teachers are also responsible for collaborating with other staff—both in their department and outside their department to deliver content and instruction in a way that maintains consistency and works towards the Charter School's mission. In addition to their classroom instructional role, the duties of teachers include, but are not limited to:

- Understanding the Charter and its mission and practices
- Operating in an online management system to deliver curriculum and support student learning
- Overseeing the students' academic progress in an online management system and face-to face in a blended learning setting when applicable
- Support district-wide Essential Learning Outcomes (ELOs) and common assessments that align to the Common Core standards and support the CAASPP format of assessments
- Manage Personalized Education Plans (where appropriate) with support of counselor and admin
- Promoting a school culture that maximizes student learning and critical thinking
- Participating in the governance of the Charter School
- Engaging in ongoing professional development activities
- Collaborating with fellow faculty and administrators inside the Charter School and across the PUHSD
- Working with our Community College partners to support Dual Enrollment opportunities
- Communicating with parents and the greater PUHSD community
- ***Management of independent study auditable materials***

## **Qualifications**

At a minimum, the District teachers voluntarily assigned to teach at the Charter School, will possess leadership and management abilities, and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. Charter School teachers will be required to hold an appropriate Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file by PUHSD. As allowed by statute, flexibility will be allowed for teachers of non-core, non-college preparatory courses. Also, the position may require that the teacher meet the Minimum Qualifications for instruction at the California Community College level, in order to provide dual enrollment options for students.

All the Charter School teachers are expected to demonstrate the following abilities, experiences, and attitudes:

- Belief that all of our students can learn
- Understanding and appreciation of the backgrounds of our students
- Understand resilience and perseverance and model a Growth Mindset
- Be able to create and support engaging and rigorous curriculum that aligns to district, state,

- and appropriate community college standards
- Ability to communicate promptly and clearly
- Assuming best intentions in our working relationships
- Commitment to the Charter Measurable Student Outcomes
- Professionalism and a commitment to the seriousness of our work
- Desire to collaborate with peers in the Charter School and across the PUHSD
- Capable of running a well-managed and productive educational learning environment
- Ability to work with English Language Learners and other under-represented groups
- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes
- Dedicated to being an advisor in addition to a content-area teacher
- Ability to empathize with students
- Demonstrate honesty and integrity
- Willingness and ability to hold all students to a high social and academic standard

To ensure that learning is supported by a high caliber of teachers capable of positively transforming how learners engage with their curriculum, the District will strive to recruit, hire, and retain a highly motivated and experienced team. Any new teaching staff member must exhibit a passion for re-inventing schooling to meet the needs of underserved learners who have not been successful in a traditional education setting. All teaching staff must have a passion for building positive relationships with the Charter School learners and their families.

#### **ELEMENT F: Health and Safety Procedures**

“The procedures that the school will follow to ensure the health and safety of pupils and staff.”  
Educ. Code Section 47605 (b)(5)(F).

To ensure the health and safety of its students and staff, the Charter School will follow the safety and emergency plans approved by PUHSD and, where applicable, the health and safety policies and procedures contained within the PUHSD Board Policies and Administrative Regulations.

#### **Procedures For Criminal Background Checks:**

The Charter School shall adhere to all applicable PUHSD policies regarding fingerprinting and criminal background clearance. Employees assigned to 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. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

#### **Role Of Staff As Mandated Child Abuse Reporters:**

As with the District's other schools, all classified and certificated staff working at the Charter School are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the Placer Union High School District in compliance with the Child Abuse and Neglect Reporting Act (California Penal Code section 11164 et seq.).

**Tuberculosis Testing**

All employees working at the Charter School shall be required to provide proof of tuberculosis testing as specified in Education Code Section 49406 prior to commencing employment.

**Immunizations**

Charter School shall adhere to all applicable laws pertaining to the immunization of students as a condition of attendance as applicable to nonclassroom-based, independent study educational programs.

**Medication in School**

The Charter School shall adhere to Education Code Section 49423 and PUHSD policies and procedures regarding administration of medication in school.

**Vision/Hearing/Scoliosis Screening**

The Charter School will provide for the screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school.

**Drug Free/Smoke Free Environment**

The Charter School shall maintain a drug, alcohol and smoke free environment, consistent with District policies and procedures.

**Comprehensive Sexual Harassment Policies and Procedures**

The Charter School shall follow PUHSD sexual harassment policies and procedures.

**ELEMENT G: Racial and Ethnic Balance**

“The means by which the school will achieve a 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.”

Educ. Code Section 47605 (b)(5)(G).

The Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies in effort to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the Placer Union High School District.

- An enrollment process that is scheduled and adapted to include a timeline that allows for a broad-based recruiting and application process.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the local population.
- Outreach meetings in local schools to reach prospective students and parents.

## **ELEMENT H: Student Admission Policies**

“Admission policies and procedures, consistent with [Education Code section 47605] subdivision (d).” Educ. Code Section 47605 (b)(5)(H).

The Charter will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and shall not discriminate against any pupil on the basis of any characteristics listed in Education Code Section 220. In addition, admission to this Charter School will not be determined according to the place of residence of the pupils, or of their parents or guardians, in California, except as required by Education Code sections 51747.3.

The Charter will be tuition free and have no specific requirements for admission.

Following the open enrollment period each school year, applications will be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend the Charter School exceeds capacity at any grade level, admission to the Charter School for the impacted grade level(s) shall be determined by a publicly held random drawing (“lottery”).

The lottery will take place at the Charter School at a date and time that will help ensure all interested parties will be able to attend. Rules and procedures regarding the lottery will be communicated to all interested parties prior to holding the lottery. Existing/currently enrolled Charter students will be exempt from the lottery. Siblings of currently enrolled Charter students will also be exempt from the lottery, provided space is available at the applicable grade level.

Preference in the lottery shall be given to students who reside in the Placer Union High School District. To implement this preference two separate drawings will be conducted. Applicants will be divided into PUHSD residents and non-PUHSD residents, and the drawing for applicants in the PUHSD resident category will take place first followed by the drawing for applicants who are non-PUHSD residents. Available spaces will be filled from the lottery for PUHSD resident applicants first.

At the conclusion of the lottery, all students who were not granted admission due to capacity may choose to put their name on a wait list based on their lottery draw. The waitlist will allow students to enroll in available slots that may arise during the school year. The Charter School will contact the parents/guardians of students who have been promoted off the waiting list and advise them of the promotion as well as timelines and means by which the parents/guardians must respond to the Charter School in order to secure admission. A new wait list will be generated each year as needed after the public lottery is held.

## **ELEMENT I: Financial Audits**

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions

and deficiencies shall be resolved to the satisfaction of the chartering authority.”  
Educ. Code Section 47605 (b)(5)(I).

Since the Charter School is a PUHSD-~~operated~~ **dependent** charter school the annual independent financial audit of the Charter School will be part of the annual audit of the PUHSD completed in accordance with the policies and procedures adopted by the PUHSD’s Board of Trustees.

The Charter School shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 et seq., 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that the Charter School shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and the Charter School must file for a funding determination as a condition of funding. The Charter School shall maintain digital or written contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

#### **ELEMENT J: Student Suspension and Expulsion Policies**

“The procedure by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason.”

Educ. Code Section 47605 (b)(5)(J).

The Charter shall comply with and implement suspension and expulsion policies and/or procedures consistent with student suspension and expulsion policies and procedures adopted by the PUHSD’s Board of Trustees.

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action.

#### **ELEMENT K: Employee Retirement Systems**

“The manner in 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.”

Educ. Code Section 47605 (b)(5)(K).

Certificated PUHSD employees working at the Charter School will be covered by the California State Teachers Retirement System (CalSTRS) to the same extent as other non-charter PUHSD employees.

Classified PUHSD employees working exclusively at the Charter School, or as part of their PUHSD work assignments, will be covered by the California Public Employee Retirement System (CalPERS) to the same extent as other non-charter PUHSD employees. PUHSD shall be responsible to ensure that arrangements for coverage are made.

**ELEMENT L: Public School Attendance Alternatives**

“The public school attendance alternatives for pupils residing within the school district who choose not to attend Charter Schools.”

Educ. Code Section 47605 (b)(5)(L).

No student may be required to attend the Charter School. Students who reside within PUHSD who choose not to attend the Charter School may attend another school within PUHSD according to PUHSD policy or a school at another school district through the PUHSD’s inter-district transfer policies.

**ELEMENT M: Employee 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.”

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

**A. Certificated Employees.**

All eligible certificated PUHSD employees who are offered employment at the Charter School and choose to be assigned to the Charter School will be part of the Associated Teachers of Placer (ATP) collective bargaining unit and shall be afforded Education Code rights and those rights and benefits specified in the ATP collective bargaining agreement between ATP and the District while assigned to the Charter School.

While existing certificated employees of PUHSD may request to be assigned to the Charter School, they do not have any right to any assignment at the Charter School. It shall be within the PUHSD’s sole discretion to determine who may be offered an assignment at the Charter School. While existing certificated employees of PUHSD who obtained permanent status at the time they are voluntarily assigned to work at the Charter School will continue to have permanency with regards to employment at PUHSD, they will not have any right to a permanent employment assignment at the Charter School. PUHSD shall have the sole managerial discretion to reassign certificated PUHSD employees working at the Charter School to a non-charter PUHSD school.

**1. Option to Request Reassignment.**

Existing certificated employees of PUHSD who are voluntarily assigned to work at the Charter School will not be given any rights to return back to a non-charter PUHSD school except for those that may be applicable to PUHSD employees under the Education Code. However, such employees will be given the option to request a reassignment to a non- charter PUHSD school for the following school year if they notify the PUHSD’s Human Resources Department in

writing of the request for reassignment by no later than February 1 of the current school year for a reassignment in the following school year. The PUHSD's Human Resources Department will make a good faith effort to accommodate the request for reassignment but there is no guarantee that the PUHSD will be able to re-assign the employee to a non-charter PUHSD school.

## **2. Compensation and Benefits.**

Certificated employees of the PUHSD who are voluntarily assigned to work at the Charter School will receive compensation and benefits commensurate with the collective bargaining agreement between ATP and the PUHSD.

### **B. Classified Employees.**

All eligible PUHSD classified employees who are assigned by PUHSD to perform work for or at the Charter School, whether exclusively or as part of their individual PUHSD work assignments, will be members of the California School Employees' Association, Chapter No. 449 classified bargaining unit (CSEA), and be covered by the collective bargaining agreement between CSEA and PUHSD. These classified employees will be assigned pursuant to PUHSD procedures and practices and will receive compensation and benefits commensurate with the collective bargaining agreement between CSEA and the PUHSD.

### **Exclusive Public School Employer Declaration**

[Education Code Section 47605(b)(6)]

The Placer Union High School District shall be deemed the exclusive public school employer of all employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

### **ELEMENT N: Dispute Resolution Process**

"The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter."

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

Internal disputes that arise within the Charter School will be resolved by the same processes that are in place among other schools within PUHSD.

### **ELEMENT O: Closing Protocol**

"A description of the procedures to be used if the Charter School closes."

Educ. Code Section 47605(b)(5)(O).

If the Charter School ceases to operate for any reason, PUHSD shall be the "responsible entity" to conduct closure-related activities pursuant to Title 5 of the California Code of Regulations section 11962. Closure of the Charter School will be documented by official action of the PUHSD Board of Trustees. The action will identify the reason(s) for closure, as well as identify

persons responsible for closure-related activities. PUHSD personnel 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 enrolling in their school of attendance or alternative education programs within the PUHSD or otherwise. This notice will be provided promptly following the PUHSD Board of Trustee's decision to close the Charter School.

PUHSD will also develop a list of pupils in each grade level and the classes they have completed at the Charter School, together with information on the pupils' districts of residence. PUHSD will provide parents and students with copies of all appropriate student records if requested and will otherwise assist students in transferring to their next school.

All records of the Charter School, including state assessments results, special education records, and personnel records will be maintained with the PUHSD in accordance with applicable law.

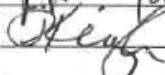
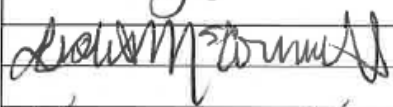
All PUHSD employees working at the Charter School at the time of closure will retain all employment rights as specified under Element M of this Charter.

Upon closure of the Charter School, all assets of the Charter School, ADA apportionments, and other revenues generated by students attending the Charter School, shall remain with PUHSD, and as applicable, shall be distributed in accordance with applicable law.

# Maidu Virtual Charter Academy

School Site Council Meeting  
May 9, 2019

I have reviewed the MVCA Charter Petition. I am in agreement with the direction that it is leading MVCA.

|                                                                                   |                          |
|-----------------------------------------------------------------------------------|--------------------------|
|  | Rob Hitchcock, Principal |
|  | Patti Keogh, parent      |
|  | Leslie McCormick, Parent |
| Kimberly Harver                                                                   | Kimberly Harver teacher  |
| Bonnie Allen                                                                      | Admin Assist             |
|                                                                                   |                          |
|                                                                                   |                          |
|                                                                                   |                          |

Revised: 5/8/2019 rh