

Mayacamas Charter Middle School

Charter Petition for a Five-Year Term
(July 1, 2022 – June 30, 2027)

Submitted to
the Napa Valley Unified School District
Board of Education
September 15, 2021

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EXECUTIVE SUMMARY

Mayacamas Charter Middle School here seeks to establish an independent public charter school that will serve the Napa Valley community.

Our name, Mayacamas, was inspired by the mountain chain that sits majestically between Napa and Sonoma Counties, extending some fifty-two (52) miles and forming the divide of the headwaters of the Russian River and Clear Lake. The Mayacamas Mountains drew people to their mineral springs before Lake County to the north even had electricity,¹ and they are home to “the Geysers,” the world’s largest and most developed geothermal field.² The Mayacamas mountains are believed to be named after their first human inhabitants, a Native American tribe on the west slope, associated with a Yukian Wappo Village.

The Mayacamas Mountains include Mt. St. Helena, which is Napa Valley’s prime reminder of its volcanic past; we associate the five peaks of this mountain with the New Tech Network’s five learning outcomes that we are embracing as our definition of an “educated person in the 21st Century”:

- **Knowledge and Thinking** - The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.
- **Written Communication** - The ability to effectively communicate content knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.
- **Oral Communication** - The ability to effectively communicate content knowledge and thinking through oral interactions and presentations.
- **Collaboration** - The ability to demonstrate effective communication, responsibility, initiative, and leadership in order to be a productive member of diverse teams.
- **Agency** - The ability to reflect on the development of self-management skills, learning habits, and mindsets.³

The name Mayacamas Charter Middle School invokes many qualities that align with our goals for the school: strong geographic ties to our community, five peaks denoting the five learning outcomes, enduring strength, and the Geysers, imbued with the energy that lies within us, like the warmth and energy that has emanated from Mt. St. Helena for ages.

HISTORY

River Middle School was established as a dependent charter school authorized by NVUSD that operated as a charter school for more than two decades until 2019, when it relinquished its charter and became a District school. In April 2021, the NVUSD Board of Education voted to close River MS effective at the end of the 2021-22 school year, and to use the facility for a new dual-language immersion middle school program.

¹ [Memories of the Mayacamas Mountains: The Story of Adams Springs, Loch Lomond, and the Prather Family – The Bloom \(lakecountybloom.com\)](https://lakecountybloom.com)

² [Mayacamas Mountains - Wikipedia](https://en.wikipedia.org/wiki/Mayacamas_Mountains)

³ [NewTechNetwork.org](https://www.newtechnetwork.org).

Parents, teachers, community leaders and other stakeholders have responded to the closure of River MS (and another NVUSD middle school, Harvest Middle School, which is also slated to close at the end of 2021-22) by seeking to establish an independent charter within NVUSD inspired by some of the original founding principles of River MS, yet expanding on these principles and developing a unique, highly personalized education program with an emphasis on engaging, project-based learning and social-emotional learning.

For a number of years, River MS incorporated the New Tech Network (NTN) program, which was founded in Napa and whose flagship school is the New Tech High School in Napa. NTN was founded in the mid-1990's by a group of Napa entrepreneurs who observed that graduates of the region's high schools were woefully underprepared for the contemporary workplace. By providing 1-to-1 technology access, creating a strong culture of empowerment, and using project-based learning instruction, NTN is focused on preparing students academically, and with essential skills, by helping them learn to collaborate, innovate, and communicate ideas to solve complex problems. Today, NTN is a network of more than 200 project-based schools that share four design pillars:

1. *Culture that Empowers.* School-wide culture of empowerment for students and adults.
2. *Teaching that Engages.* Project and problem-based approach to instruction.
3. *Technology that Enables.* Use of technology for collaboration, access to information, and self-directed learning.
4. *Outcomes that Matter.* Student outcomes for college, career and civic readiness⁴.

Over the years, the NTN program has not been as utilized throughout the District as it once was, with just New Tech High and Napa Junction Elementary School remaining fully committed to the model – both schools serve as national demonstration sites for the NTN program. We at MCMS believe there are tremendous benefits to the NTN model and approach and that students in Napa Valley will benefit from a full K-12 span of the NTN program. Mayacamas will join the New Tech Network, and partner with NTN for administrator, teacher and staff professional development, training and coaching; NTN's comprehensive online learning management platform (Echo); access to NTN curricular and assessment resources; and collaboration with other NTN Network schools.

In addition, River MS originally adopted a program and philosophy called Ho'ala Education. Ho'ala was developed by Sr. Joan Madden, a BVM nun, and Dr. Raymond Corsini, an Adlerian psychologist, who collaborated in 1972 to create Individual Education at Our Lady of Sorrows School in Wahiawa, Hawaii. Ho'ala in Hawaiian means "awakening of the self." Ho'ala emphasizes character education and values such as respect and responsibility.⁵ Inspired by this approach, MCMS will utilize research-based social emotional learning programs such as Second Step and content from CASEL, The Collaborative for Academic, Social and Emotional Learning. CASEL notes:

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

⁴ *Ibid.*

⁵ Ho'ala School Training Site. Home. Accessed on August 28, 2021. <https://sites.google.com/site/hoalaschooltrainingsite/home>

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.⁶

MCMS will offer an important public school choice option for families in Napa Valley.

MISSION

Mayacamas Charter Middle School is a school where socio-economically and racially/ethnically diverse students – who have diverse learning needs – will benefit from a highly personalized program that differentiates instruction to meet individual students’ needs. Through project-based learning, online learning, and other engaging strategies, as well as an emphasis on students’ social-emotional development, Mayacamas will ensure students master state content standards and grow developmentally in an inclusive, welcoming and supportive school culture.

VISION

Our vision is that Mayacamas Charter Middle School will offer families in Napa Valley an important option for their children’s middle grades education (and the option to have a complete K-12 pathway in New Tech Network schools) and that we will develop students who are well prepared for success in rigorous high schools, post-secondary schools and meaningful careers. Our students will embody grade-level mastery of the New Tech Network learner outcomes of Knowledge & Thinking, Collaboration, Oral Communication, Written Communication and Agency, along with Social-Emotional Learning goals of trust, responsibility, respect for self and respect for others.

ENROLLMENT PROJECTIONS

Grade	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
6	60	112	112	112	112
7	60	60	112	112	112
8	60	60	60	112	112
Total Enrollment	180	224	284	336	336

SCHOOL DESIGN

The MCMS school model starts with the intentional recruitment and enrollment of a diverse student body: students of different socio-economic status (SES), race/ethnicity, home language, learning styles all will learn together with and from one another in an inclusive community that celebrates the diversity of Napa Valley.

MCMS will be a highly personalized learning environment, where every student will have an **Individual Learning Plan (ILP)**, with personal goals and information about how they best learn and areas in need of

⁶ Collaborative for Academic, Social, and Emotional Learning. About CASEL. Accessed on August 28, 2021. <https://casel.org/about-2/>

strengthening, based on a variety of assessment data. Advisors will review students' ILPs with them at least once monthly. While our program will hold high expectations for every student's success, we will also provide comprehensive supports through a **Multi-Tiered System of Support (MTSS) program** that leverages differentiated instructional and behavioral/psycho-social strategies for students' success. **Online, adaptive "blended" learning programs**, many with "fun" game-like interaction, will supplement teacher instruction and provide personalized practice and skill development based on individual student needs. Teachers will access data daily and weekly to determine where students need additional support and which content standards they have mastered. During the 45-minute **Learning Lab** four times a week, students will engage in small group instruction, online learning, tutoring and, for students with special needs, intervention services including IEP services and/or English Language Development targeted, direct support.

In collaboration with NTN experts, MCMS faculty will collaboratively plan engaging, interdisciplinary **project-based learning**. In our alternating block schedule, Math and Science will be on the same day, and English Language Arts (ELA) and History/Social Science will be on the same day, allowing for natural flow between these classes. With 90 minute block periods, students have a longer period of time in which explore a task more deeply, conduct experiments, build models, engage in research, discuss and debate, make mistakes and try again. Students' real world projects, science experiments, and other problem-based activities will require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning. With project- and problem-based instruction, MCMS will transform the learning environment from a system of teacher output and student input to a self-directed learning environment in which teachers are facilitators and students are learners and doers.

Social-emotional learning and students' healthy development will be another core tenet of our program. Through daily Advisory sessions and their classes, students will learn about themselves and interacting with their peers and adults in respectful, responsible ways. In sixth grade in particular, students will learn how to "fail," try again, iterate, and persist with a growth mindset. The Second Step curriculum will be used during Advisory (see below) and throughout classroom instruction as appropriate. Starting in Year 1, a full-time Counselor will collaborate with teachers in ensuring our classroom management and discipline strategies are effective and sensitive to students' experiences and needs both within and outside the school. The Counselor will lead group and individual counseling for students, and refer families and students to partner agencies for additional support.

Effective teaching is a critical part of our model. Our teachers will participate in extensive and comprehensive professional development and coaching throughout the school year, with NTN and other experts from our partners as well as our own internal experts. Weekly "early release" time will be provided for two hours each Wednesday for teachers to engage in formal professional development, review student data and collaborate with one another in planning differentiated curriculum and assessments.

Finally, **parents will be our partners** in our collaborative school environment. Through volunteer participation in school life (never required but always appreciated), volunteering on the School Site Council or English Learner Advisory Committee, participating in parent education events, and simply communicating frequently with their child's advisor and teachers, parents will be an important part of their students' success at MCMS.

FOUNDING TEAM

BOARD OF DIRECTORS: The slate of Directors and officers of NFOE plan to take office upon charter Authorization and adoption of the draft Governing Documents, as described in Element IV of this Petition. Three of the five Directors (Daley, Yee and Silver) serve in those roles on the current NFOE Board, having taken office in May 2021.

Lauren Daley, Co-President, Board of Directors

Ms. Daley is an experienced insurance professional and leader who currently serves as Senior Vice President for Chubb Group out of San Francisco, leading an \$80M business with staff spanning from Seattle to Phoenix. Prior to entering the insurance industry, Ms. Daley worked in the non-profit sector, working in San Francisco with a population of people with mental health and substance issues, along with HIV-positive status. Ms. Daley holds an MA in Psychology from Humboldt State University and a BA in Psychology from Binghamton University; she also advanced to candidacy for her PhD in Clinical Psychology from Alliant University (formerly California School of Professional Psychology). Ms. Daley also serves on the Board of Directors for the Napa Valley Youth Symphony Orchestra. She is married with two school-aged children in Napa and is an active amateur musician.

Jolene Yee, Esq., Co-President, Board of Directors

Ms. Yee is the General Counsel of Delicato Family Wines, currently the fifth largest winery in the United States. As an executive with Delicato, she leads the Legal and Trade Practice Compliance teams, which advise the company on all aspects of winery operations, including legal strategy, M&A, domestic and cross-border commercial transactions, intellectual property, employment counseling, policy analysis and development, and governance. Prior to joining Delicato, she spent over a decade advising E. & J. Gallo Winery, after working with a tech firm in Silicon Valley and working as a Foreign Legal Consultant in Seoul, Korea. Ms. Yee is a member of the Professional Faculty for the Sonoma State University Global Executive MBA in Wine Business, and was a member of the team who developed the innovative and experiential curriculum that includes a hybrid of online learning and residential intensives. She is also a former adjunct instructor at UC Hastings College of the Law. She has served on numerous non-profit Boards over the last few decades.

Ms. Yee holds a BA from UCLA and a JD from UC Hastings College of the Law. She is an avid supporter of public education, having received the benefits of public education, and being the daughter of a public school teacher and middle school counselor who served youth in underserved populations her entire career. Ms. Yee is married with two school-aged children, a black Labrador retriever and chickens in Napa.

Richard Lang, Treasurer, Board of Directors

Mr. Lang is a senior finance manager with demonstrated hands-on and strategic expertise, offering a history of driving significant gains in profitability. He has served in a variety of accounting and finance roles for sophisticated technology companies to creative performing arts organizations, from Controller to Chief Financial Officer. Mr. Lang has a BS in Accounting from Upsala College and an MBA from CUNY.

Claire R. Silver, Secretary, Board of Directors

Claire Silver is a Napa homeowner, a married mother of three school-age children, two of whom are currently attending River Middle School, the youngest in Northwood Elementary. For several years she has served as an active board officer of PFCs (PTA) in both Santa Rosa and Napa school districts. She is a past owner and president of a small wine label. Prior to becoming an entrepreneur, Mrs. Silver spent 10

years in the greater wine industry, serving as U.S. Brand Manager for the French producer Champagne Lanson and for Champagne Montaudon, both based in New York City. She attended Drexel University in Philadelphia.

Claudia Solorio, Board of Directors

Ms. Solorio is a Licensed Clinical Social Worker currently in private practice in Napa County, with a primary focus being adolescents and families. She has been working in the Napa community within the non-profit sector for over 20 years. Prior to venturing into private practice she was the Clinical Director for the Wolfe Center, which was a one stop substance abuse center for teens. She brings a wealth of experience ranging from the foster care system, school-based services through prevention services, to the interface of mental health and a restorative justice system.

COUNCIL OF SUPPORTERS: These local experts and supporters have extensive experience and expertise in areas such as education, school administration, charter school operations, law, politics, real estate, and business. They will be available to our Board and administration for consultation, networking, contacts, and assistance as needed.

Linda Inlay, M.Ed.

Ms. Inlay began her teaching career at Our Lady of Sorrows School in Wahiawa, Hawaii, where her teaching and parenting were transformed by the Ho`āla Educational Philosophy, a combination of Adlerian principles and Carl Roger’s self-actualization theory. Ho`āla in Hawaiian means, “awakening of the self,” and the philosophy emphasizes the core values of responsibility, respect, resourcefulness, and responsiveness to awaken consciousness and transform school cultures. In 1985 she co-founded Ho’āla School, an independent school, where this way of organizing a school led one parent to say: *“From this small Wahiawa private school, where cooperation means more than competition, and listening and clearing are skills actually taught and valued, I believe that the leaders of the world will spring.”*

After fifteen years teaching in Hawaii, Linda entered the California public school system, serving the last eighteen years as Head of School of River School in Napa, where she introduced Ho`āla as the implicit social emotional curriculum for school culture transformation. During her tenure, River School received two California Distinguished School Awards, The California School Board Association’s Golden Bell Award, the Character Education Partnership’s Promising Practices Award and the National School of Character Award. Today, Ho`āla has been renamed Awakening Wisdom, to “Empower learners. Create community. Free minds.”

Since her retirement, Linda has served as the Executive Director for the Ho’āla Foundation for Education, 501(c)3, dedicated to sharing Awakening Wisdom with schools, individual educators, and nonprofits to support school culture transformation so that students and teachers thrive to become their best selves, acting for the good of their communities.

Alan Little

Mr. Little has spent 30 years teaching mathematics to students in California, Hawaii, Kuwait and Qatar. In Napa, Alan taught at River School where he learned the Awakening Wisdom educational philosophy and school culture approach to social emotional learning under Linda Inlay’s leadership. While overseas, he became a Mathematics Specialist in International Schools and a Teacher Leader for the College Preparatory Mathematics program. As a math consultant, he taught 4-day workshops to groups of middle school teachers, 3-day in-service training at school sites, and 1-hour workshops at regional

conferences. Most recently, at the American School of Doha, Mr. Little led a team of teachers exploring the climate and culture of the school and developing a plan to support teacher growth and promote student well-being. He and the team initiated the plan, offering professional development opportunities to the staff, and developing a new discipline system based on Awakening Wisdom principles of student social-emotional development.

Charles Meibeyer, Esq.

Mr. Meibeyer has 35 years' experience as a business, real estate, and land use attorney in the Napa Valley, and also has worked as a real estate broker with Napa's largest brokerage firm, Coldwell Banker, Brokers of the Valley (CBBOV). As an attorney, Mr. Meibeyer advised clients on establishing, selling, and purchasing wineries and vineyards, negotiated countless grape purchase contracts and vineyard lease agreements, and obtained numerous land use approvals for wineries, subdivisions, and commercial projects. He also advised clients on tax-deferred exchanges and other real estate-related tax matters.

Mr. Meibeyer graduated from the University of California, Berkeley School of Law. He previously received a Bachelor's degree, with distinction, from the University of Michigan. During law school, Mr. Meibeyer externed with California Supreme Court Justice Mathew O. Tobriner. After graduation from law school, he was an associate at Morrison & Foerster in San Francisco and an associate, then partner, at Dickenson, Peatman & Fogarty in Napa before founding his own firm, the Meibeyer Law Group in 1989. In 2016 he was recruited to join Coblenz Patch Duffy & Bass LLP as a partner where he helped the firm open up its wine industry practice. Mr. Meibeyer joined CBBOV in 2018.

Over the last 38 years, Mr. Meibeyer has been active in the Napa community, including serving as both a board member, and president, of numerous nonprofits and educational organizations such as the Napa County Mental Health Association, the Napa Unified Education Foundation, the Napa Valley Unified School District Board of Trustees, the St. Helena Chamber of Commerce, the St. Helena Rotary Club, and the St. Helena Rotary Foundation. He also currently serves on the editorial board of the *St. Helena Star*.

Kim Smith

Ms. Smith has three decades of executive leadership experience focused on improving public schools through innovation so that all of our young people – especially those currently under-served by our public schools – have access to the knowledge, skills and experiences they need to thrive in life, college and careers. Her early career included the founding team at Teach for America (TFA), and creating a nationally recognized youth development program for low-income youth to become community leaders. She gained private sector experience in online learning at Silicon Graphics, and leading a trade-show venture from start-up to acquisition. As a founder of NewSchools Venture Fund, she collaborated with renowned VCs to translate lessons from venture capital into an innovative new model for cross-sector social purpose ventures, and a bipartisan network of social entrepreneurs, policy leaders & philanthropists. In co-founding Bellwether Education Partners, Ms. Smith connected the inter-related but fragmented realms of public policy, executive search, leadership development and strategy consulting. As the founder and CEO of the Pahara Institute, she focused on transformational leadership development in PK-16 education, with an emphasis on diversity, equity and inclusion, innovation, leading across difference, cultivating adult learning communities, and incubating innovative “third way” solutions. Ms. Smith is currently an Entrepreneur in Residence at Marshall Street. She lives in Napa with her husband and two daughters.

ELEMENT I. EDUCATIONAL PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the ‘A to G’ admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

GENERAL INFORMATION

• The contact person for Charter School is:	Jolene Yee, Esq., Co-President, Board of Directors
• The contact address for Charter School is:	1370 Trancas St. #180, Napa, CA 94558
• The contact phone number for Charter School is:	(415) 515-4226
• The proposed address or ZIP Code of the target community to be served by Charter School is:	94558
• The grade configuration of Charter School is:	6-8
• The number of students in the first year will be:	180
• The grade level(s) of the students in the first year will be:	6-8
• Charter School’s scheduled first day of instruction in 2020-2021 is:	August 17, 2022
• The enrollment capacity is:	336
• The bell schedule for Charter School will be:	8:50AM – 3:34PM, early release Weds. at 1:27 PM
• The term of this Charter shall be from:	July 1, 2022 to June 30, 2027

COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

Mayacamas Charter Middle School (MCMS) is a proposed new independent charter middle school for the Napa Valley community that will prepare middle grades students for success in rigorous high schools, post-secondary school and meaningful careers. MCMS is being founded by an engaged group of parents, community leaders and educators who seek to offer an alternative public education option for families in Napa Valley.

The MCMS school model starts with the intentional recruitment and enrollment of a diverse student body: students of different socio-economic status (SES), race/ethnicity, home language and, learning styles all will learn together with and from one another in an inclusive community that celebrates the diversity of Napa Valley.

MCMS will be a highly personalized learning environment, where every student will have an **Individual Learning Plan (ILP)**, with personal goals and information about how they best learn and areas in need of strengthening, based on a variety of assessment data. Advisors will review students' ILPs with them at least once monthly. While our program will hold high expectations for every student's success, we will also provide comprehensive supports through a **Multi-Tiered System of Support (MTSS) program** that leverages differentiated instructional and behavioral/psycho-social strategies for students' success. **Online, adaptive "blended" learning programs**, many with "fun" game-like interaction, will supplement teacher instruction and provide personalized practice and skill development based on individual student needs. Teachers will access data daily and weekly to determine where students need additional support and which content standards they have mastered. During the 45-minute **Learning Lab** four times a week, students will engage in small group instruction, online learning, tutoring and, for students with special needs, intervention services including IEP services and/or English Language Development targeted, direct support.

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Social-emotional learning and students' healthy development will be another core tenet of our program. Through daily Advisory sessions and their classes, students will learn about themselves and interacting with their peers and adults in respectful, responsible ways. Lessons in developing critical "life skills" and character traits – focused on our social-emotional learning (SEL) goals of trust, responsibility, respect for self and respect for others – will be offered through published curricula and teachers' collaboratively planned lessons. In sixth grade in particular, students will learn how to "fail," try again, iterate, and persist with a growth mindset. The Second Step curriculum will be used during Advisory (see below) and throughout classroom instruction as appropriate. Starting in Year 1, a full-time Counselor will collaborate with teachers in ensuring our classroom management and discipline strategies are effective and sensitive

to students’ experiences and needs both within and outside the school. The Counselor will lead group and individual counseling for students, and refer families and students to partner agencies for additional support.

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Finally, **parents will be our partners** in our collaborative school environment. Through volunteer participation in school life (never required but always appreciated), volunteering on the School Site Council or English Learner Advisory Committee, participating in parent education events, and simply communicating frequently with their child’s advisor and teachers, parents will be an important part of their students’ success at MCMS.

This unique collaboration of teachers, parents and students will create a diverse and inclusive learning community where a growth mindset, distinctive experiences, creativity and personal accountability are the standard. MCMS will be a safe and welcoming environment driven by accountability, responsibility, self-respect and respect for others, where all students can realize their full potential.

LEADERSHIP TEAM

Name	Current Professional Title and Organization	Expertise
Jolene Yee, Esq., <i>Board Co- President</i>	General Counsel and Vice President - Government Affairs, Delicato Family Wines	Legal, Business Management, Leadership, Organizational Development and Strategy, Curriculum Development, HR/Employment Law, and Governance
Lauren Daley, <i>Board Co-President</i>	Senior Vice President, Chubb Group	Business Management, Leadership, Non-Profit Management and Governance, Organizational Development and Strategy, and Administration
Claire Silver, <i>Board Secretary</i>	Former Winery Owner/President	Family and Community Outreach, Parent Engagement, Organizational Development and

		Strategy, and Administration
Richard Lang, <i>Board Treasurer</i>	Accounting and Finance Professional, Recently Retired	Accounting, Finance, Internal Controls, Human Resources, Systems, Relationships Management
Claudia Solorio, <i>Board Member</i>	Licensed Clinical Social Worker	Mental Health and Family Support Services; Family and Community Outreach; Parent Engagement

Head of School

The Board of Directors will convene a (non-permanent/ad-hoc) search committee for the Head of School in contemplation of the approval of MCMS (the “Search Committee”). Alan Little, a member of the Council of Supporters, will initiate the Search Committee. Mr. Little has an impressive resume with extensive experience in leading teams and building school culture, and a strong familiarity with the qualities that will be necessary to lead the new middle school. Mr. Little will be joined on the Committee by lifetime educator Linda Inlay, whose vast experience both as an educator, school founder and leader, and consultant will be an asset to the Search Committee. In addition, Kim Smith will lend her extensive expertise in charter education; her experience in founding schools that serve underserved communities will be an invaluable asset. The Search Committee will be joined by Co-Presidents Lauren Daley and Jolene Yee, both parents of school-aged children, and by a teacher to be determined.

The Search Committee has already developed a preliminary job description for the Head of School, included here in Element V. The Search Committee will outline the process for the search, including a complete timeline and milestones, and will provide periodic progress reports to the Board and to the MCMS community (the “Search Plan”). The Search Plan will be submitted to and approved by the Board. This legwork and planning will put the Search Committee and Board in a strong position to source and recruit qualified candidates, and vet all candidates fully, in order to hire a well-qualified Head of School swiftly following approval. The Head of School will be instrumental in vetting all further talent and hiring staff for the school.

The Search Committee will screen and interview candidates in accordance with the Search Plan (including conducting appropriate background and reference checks), and will submit final candidates to the Board of Directors for interview. The Board will have final authority and responsibility to make the hiring decisions with respect to the Head of School.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION: RELEVANT CHARACTERISTICS AND UNMET EDUCATIONAL NEEDS OF THE COMMUNITY

MCMS is founded by parents, teachers and community leaders with a core mission of creating a diverse public school that reflects the community. We see diversity – racial/ethnic, home language, socio-economic status, learning style – as a community asset that is embraced and celebrated in our school. We

believe passionately that every child, regardless of his/her family's financial means, is entitled to a high-quality, free public education.

MCMS will embody Horace Mann's concept of "the common school"—where children of all backgrounds gather under one roof to learn together and from each other. While school districts across the country are "re-segregating" by race and socio-economic status (particularly since the Supreme Court struck down race-based desegregation), there is a growing movement towards mixed-socio-economic status (mixed-SES) schools and school districts.

There is increasing evidence that "diversity makes us smarter," a finding that selective colleges long ago embraced and increasing numbers of young parents are coming to appreciate at the K–12 level. . . . "[R]esearchers have documented that students' exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings leads to improved cognitive skills, including critical thinking and problem solving."⁷

Napa Valley is quite diverse both by socio-economics and race/ethnicity, and we plan to leverage this diversity as an asset for MCMS, our students and families. Research has long shown that students in a mixed-SES school in particular reap benefits – both for the upper and lower income students: "Almost fifty years ago, the federally authorized Coleman Report – which is 'widely regarded as the most important educational study of the twentieth century' – found that the most powerful predictor of academic achievement is the socioeconomic status of a child's family, and the second most important predictor is the socioeconomic status of the classmates in her school."⁸ Similarly, "A 2010 meta-analysis found that students of all socioeconomic statuses, races, ethnicities, and grade levels were likely to have higher mathematics performance if they attended socioeconomically and racially integrated schools."⁹ And results of the 2011 National Assessment of Educational Progress in mathematics show steady increases in low-income 4th graders' average scores as the percentage of poor students in their school decreases."¹⁰

One recent publication, *The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms*,¹¹ summarizes research documenting the myriad benefits of mixed-SES, mixed-race/ethnicity schools:

Academic and Cognitive Benefits

On average, students in socioeconomically and racially diverse schools—regardless of a student's own economic status—have stronger academic outcomes than students in schools with concentrated poverty.

Students in integrated schools have higher average test scores. On the 2011 National Assessment of Educational Progress (NAEP) given to fourth graders in math, for example, low-income students attending more affluent schools scored roughly two years of learning ahead of

⁷ Wells, A.S., Fox, L. and Cordovo-Cobo. (2016). *How Racially Diverse Classrooms Can Benefit All Students*. The Century Foundation. Accessed on August 28, 2021. <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>

⁸ Kahlenberg R., Book Introduction <https://production-tcf.imgix.net/app/uploads/2012/02/28003110/tcf-toctfs-8.pdf> (citation omitted).

⁹ Mickelson, R. A., Bottia, M. C., & Lambert, R. (2013). [Effects of school racial composition on K–12 mathematics outcomes: A metaregression analysis.] *Review of educational research*, 83(1), 121-158.

¹⁰ Potter, H. Boosting Achievement by Pursuing Diversity. *Faces of Poverty*. 2013 May; 70(8): 38-43.

¹¹ The Century Foundation. (2019). [*The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms*.] Accessed on August 28, 2021.

low-income students in high-poverty schools.¹² Controlling carefully for students' family background, another study found that students in mixed-income schools showed 30 percent more growth in test scores over their four years in high school than peers with similar socioeconomic backgrounds in schools with concentrated poverty.¹³

Students in integrated schools are more likely to enroll in college. When comparing students with similar socioeconomic backgrounds, those students at more affluent schools are 68 percent more likely to enroll at a four-year college than their peers at high-poverty schools.¹⁴

Students in integrated schools are less likely to drop out.^{15, 16}

Integrated schools help to reduce racial achievement gaps.^{17, 18, 19} A recent study from Stanford's Center for Education Policy Analysis confirmed that school segregation is one of the most significant drivers of the racial achievement gap.²⁰

Integrated classrooms encourage critical thinking, problem solving, and creativity. We know that diverse classrooms, in which students learn cooperatively alongside those whose perspectives and backgrounds are different from their own, are beneficial to all students—including middle-class white students—because these environments promote creativity, motivation, deeper learning, critical thinking, and problem-solving skills.²¹

Civic and Social-Emotional Benefits

Racially and socioeconomically diverse schools offer students important social-emotional benefits by exposing them to peers of different backgrounds. The increased tolerance and cross-cultural dialogue that result from these interactions are beneficial for civil society.

Attending a diverse school can help reduce racial bias and counter stereotypes.²²

Integrated classrooms can improve students' satisfaction and intellectual self-confidence.²³

¹² National Assessment for Educational Progress. (2017). NAEP Data Explorer. Access on August 28, 2021 <http://nces.ed.gov/nationsreportcard/naepdata/>; and Lubienski, C. and Lubienski, S. T. (2006). [*Charter, Private, Public Schools and Academic Achievement: New Evidence from NAEP Mathematics Data.*] National Center for the Study of Privatization in Education, Teachers College, Columbia University.

¹³ Palardy, G. J. (2008). Differential school effects among low, middle, and high social class composition schools: A multiple group, multilevel latent growth curve analysis. *School Effectiveness and School Improvement*, 19(1), 21-49.

¹⁴ Palardy, G. J. (2013). [*High School Socioeconomic Segregation and Student Attainment.*] *American Educational Research Journal*, 50(4), 714-754.

¹⁵ Balfanz, R., & Legters, N. (2004). [*Locating the Dropout Crisis. Which High Schools Produce the Nation's Dropouts? Where Are They Located? Who Attends Them?*] Report 70. Center for Research on the Education of Students Placed at Risk CRESPAR.

¹⁶ Mickelson, R. A. (2008). [*Twenty-First Century Social Science on School Racial Diversity and Educational Outcomes.*] *Ohio St. L.J.*, 69, 1173; and Borman, G., & Dowling, M. (2010). [*Schools and Inequality: A Multilevel Analysis of Coleman's Equality of Educational Opportunity Data.*] *Teachers College Record*, 112(5), 1201-1246.

¹⁷ Orfield, G. (2001). [*Schools More Separate: Consequences of a Decade of Resegregation.*]

¹⁸ Mantil, A., Perkins, A. G., & Aberger, S. (2012). [*The Challenge of High-Poverty Schools: How Feasible is Socioeconomic School Integration.*] *The Future of School Integration*, 155-222.

¹⁹ Card, D., & Rothstein, J. (2007). [*Racial Segregation and the Black-White Test Score Gap.*] *Journal of Public Economics*, 91(11-12), 2158-2184.

²⁰ Reardon, S. F., Kalogrides, D., & Shores, K. (2019). [*The Geography of Racial/Ethnic Test Score Gaps.*] *American Journal of Sociology*, 124(4), 1164-1221.

²¹ Ostrom, E. (2008). [*The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies.*] Page, S.E.. Princeton: Princeton University Press, 2007. 448p. 19.95 paper. [*Perspectives on Politics.*] 6(4), 828-829. Orfield, G. (2001). [*Diversity Challenged: Evidence on the Impact of Affirmative Action.*] Harvard Education Publishing Group, Harvard Graduate School of Education, 8 Story St., 5th floor, Cambridge, MA 02138. Chang, M. J., Witt, D., Jones, J., & Hakuta, K. (Eds.). (2003). [*Compelling Interest: Examining the Evidence on Racial Dynamics in Colleges and Universities.*] Stanford University Press. Phillips, K. W., Medin, D., Lee, C. D., Bang, M., Bishop, S., & Lee, D. N. (2014). [*How diversity works.*] *Scientific American*, 311(4), 42-47.

²² Bigler, R. S., & Liben, L. S. (2006). [*A Developmental Intergroup Theory of Social Stereotypes and Prejudice. Advances in Child Development and Behavior.*] 34, 39-89. Davies, K., Tropp, L. R., Aron, A., Pettigrew, T. F., & Wright, S. C. (2011). [*Cross-Group Friendships and Intergroup Attitudes: A Meta-Analytic Review.*] *Personality and Social Psychology Review*, 15(4), 332-351.

²³ Gilfoyle, N. F., Blatt, L. S., Anderson, R. R., & Wood, B. (2003). [*Brief of Amicus Curiae the American Psychological Association in Support of Respondents.*] Ancheta, A. (2013). [*Brief of the American Educational Research Association et al. as Amici Curiae in Support of Respondents.*] *Educational Researcher*, 42, 183-197.

Learning in integrated settings can enhance students' leadership skills.²⁴

Meaningful relationships between individuals with different racial or ethnic backgrounds impacts how people treat racial and ethnic groups.²⁵

Exposure to diversity reduces anxiety.²⁶

Economic Benefits

Providing more students with integrated school environments is a cost-effective strategy for boosting student achievement and preparing students for work in a diverse global economy.

Diverse classrooms prepare students to succeed in a global economy. In higher education, university officials and business leaders argue that diverse college campuses and classrooms prepare students for life, work, and leadership in a more global economy by fostering leaders who are creative, collaborative, and able to navigate deftly in dynamic, multicultural environments.²⁷

Diversity produces more productive, more effective, and more creative teams. Integrated schools and workplaces support the conditions necessary to foster the core tenets of deeper learning such as communication, inquiry, and collaboration. Simply interacting with people from different backgrounds encourages group members to prepare better, to anticipate alternative viewpoints, and to be ready to work towards consensus.²⁸

Children who attended integrated schools had higher earnings as adults, had improved health outcomes, and were less likely to be incarcerated. Researcher Rucker Johnson tracked black children exposed to desegregation plans in the 1960s through the 1980s, and found a variety of positive outcomes for the quality and longevity of life associated with school integration.²⁹

(Adapted from *How Racially Diverse Schools and Classrooms Can Benefit All Students* (2016) and *A Smarter Charter: Finding What Works for Charter Schools and Public Education* (2014).)

Our goal is to be approximately 60% socio-economically disadvantaged (SED), and 50-60% non-white.

TARGET POPULATION: RELEVANT CHARACTERISTICS AND UNMET EDUCATIONAL NEEDS OF THE COMMUNITY

MCMS will be located in Napa, which includes the 94558 and 94559 zip codes, where the population is 36.9% Hispanic, 3% Asian, 0.9% Black, and 56.2% White. According to Census data, 15% of adult residents over age 25 have less than a high school diploma, and only 34.8% of residents hold a Bachelor's degree or more.³⁰ A third of the population (33.7%) speak a language other than English at home, with 15.5% of the population speaking English "less than very well"; one-fifth (20%) of the population is foreign-born.³¹ Median income is \$88,422 with 7.1% of families with children under 18 were living below the federal

²⁴ Gilfoyle, N. F. P. (2015). [Brief of Amici Curiae: The American Psychological Association in Support of Respondents in *Fisher v. University of Texas at Austin*.] Supreme Court of the United States.

²⁵ Tropp, L. R., & Saxena, S. (2018). [Re-Weaving the Social Fabric Through Integrated Schools: How Intergroup Contact Prepares Youth to Thrive in a Multiracial Society.] Research Brief No. 13. National Coalition on School Diversity.

²⁶ Levin, S., Van Laar, C., & Sidanius, J. (2003). [The Effects of Ingroup and Outgroup Friendships on Ethnic Attitudes in College: A Longitudinal Study.] *Group Processes & Intergroup Relations*, 6(1), 76-92. Swart, H., Hewstone, M., Christ, O., & Voci, A. (2011). [Affective Mediators of Intergroup Contact: A Three-Wave Longitudinal Study in South Africa.] *Journal of Personality and Social Psychology*, 101(6), 1221.

²⁷ Genster, J. E. (2003). Brief of Amici Curiae Columbia University et al. in Support of Respondents, *Grutter v. Bollinger*, Nos. 02-241 & 02-516 (US Feb. 13, 2003).

²⁸ Phillips, K. W., Medin, D., Lee, C. D., Bang, M., Bishop, S., & Lee, D. N. (2014). [How Diversity Works.] *Scientific American*, 311(4), 42-47.

²⁹ Johnson, R. C. (2011). [Long-Run Impacts of School Desegregation & School Quality on Adult Attainments] (No. w16664). National Bureau of Economic Research.

³⁰ US Census Bureau. Accessed on August 28, 2021. <https://data.census.gov/cedsciF>

³¹ *Ibid*.

poverty line in the past 12 months;³² **in 2021 the federal poverty line for a family of four is \$26,500.**³³ Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in California with two full-time working adults needs each adult to earn \$27.08/hour to be self-sustaining (not needing public assistance).³⁴ *The federal poverty line rate equates to just \$6.30/hour.* In other words, significantly more than 7.1% of families in our community are living in poverty based on the economic realities of the area.

MCMS has signed a letter of intent to occupy a former church school facility at St. John the Baptist Catholic School, 983 Napa Street, Napa, CA 94559. This site is located within the attendance boundaries of Shearer Elementary School and Redwood Middle School.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Currently within NVUSD, there are five large traditional public middle schools, American Canyon Middle School (1,011 students), Harvest Magnet Middle School (685; slated for closure at the end of 2021-22), Redwood Middle School (808 students), River Middle School (479 students; slated for closure at the end of 2021-22) and Silverado Middle School (733 students), along with one small charter school, Stone Bridge School (269), serving grades K-8. Presumably when Harvest MS and River MS close, the remaining schools, including a new dual-language middle grades program at the current River MS site, will increase in enrollment, less students who leave the District for non-public school options.

Three of these schools (Harvest, Redwood and Silverado) serve a student population that is majority Hispanic/Latino and SED, with an average across the community's middle schools of 54.4% Hispanic/Latino and 52% SED). American Canyon is more diverse by race/ethnicity than other middle schools in the District, with 34% Filipino and Asian students, and 7% Black. The two traditional middle schools with lower EL enrollment (American Canyon (14%), River (10%)) have higher Reclassified Fluent English-Proficient (RFEP) rates at 12% and 17% respectively. This compares to Harvest (34% EL, 8% RFEP), Redwood (24% EL and 4% RFEP) and Silverado (30% EL and 10% RFEP), which each have higher EL rates and lower RFEP rates. We anticipate that most of our EL students will be Long Term English Learners (LTELs) or At-Risk of LTEL status – currently, District-wide, 8.5% of the District's students are designated as LTELs.³⁵ SWD rates (11.8% average) are consistent with statewide averages (12.5%, K-12) and, with the exception of Silverado which has 6.5% Homeless students and 0.3% Foster Youth (6.8% combined), the Foster/Homeless rate at these schools is slightly lower than state averages (3.6%).³⁶ Finally, the District's rate of migrant youth (4.7%) is unsurprisingly higher than the state average of 0.8%.³⁷

³² *Ibid.*

³³ Office of the Assistant Secretary for Planning and Evaluation. Poverty Guidelines. Accessed on August 28, 2021. <https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines>.

³⁴ Living Wage. Living Wage Calculation for California. Accessed on August 28, 2021. <https://livingwage.mit.edu/states/06>; the calculator uses "a market-based approach that draws upon geographically specific expenditure data related to a family's likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs."

³⁵ California Department of Education Data Reporting Office. Dataquest. Accessed on August 28, 2021. <https://dq.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=2866266&agglevel=District&year=2019-20>.

³⁶ California Department of Education Data Reporting Office. Dataquest. Accessed on August 28, 2021. <https://data1.cde.ca.gov/dataquest/dq census/EnrCharterSub.aspx?cds=00&agglevel=state&year=2020-21>

³⁷ *Ibid.*

EXISTING PUBLIC SCHOOLS IN THE COMMUNITY, DEMOGRAPHIC DATA 2020-21

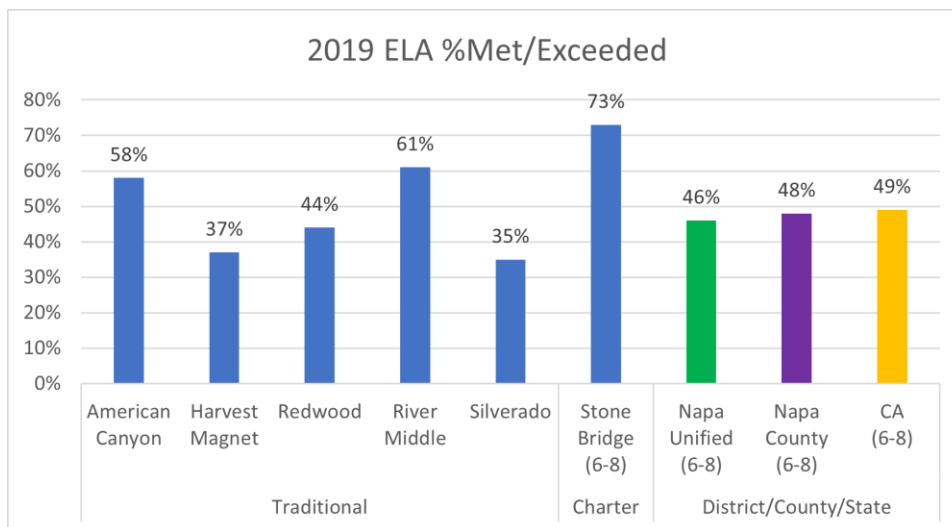
	Enrollment 2020-2021	% SED	% EL	% RFEP	% SWD	% Foster/ Homeless	% Hispanic/ Latino	% Asian	% Black	% White	% Two + Races
Traditional Schools											
American Cyn (6-8)	1011	40%	14%	12%	10%	1%	37%	34%	7%	14%	8%
Harvest (6-8)	685	69%	34%	8%	10%	2%	81%	1%	0%	17%	2%
Redwood (6-8)	808	60%	24%	4%	16%	2%	66%	1%	1%	30%	2%
Silverado (6-8)	733	71%	30%	3%	15%	7%	68%	1%	0%	28%	3%
River (6-8)	479	30%	10%	17%	8%	0%	37%	3%	1%	55%	5%
Charter Schools											
Stone Bridge (K-8)	269	15%	1%	0%	12%	0%	13%	3%	1%	76%	6%
Comparison Schools Averages	665	52%	21%	8%	12%	2%	54%	10%	2%	29%	4%

Source: <https://data1.cde.ca.gov/dataquest>.

On the 2019 CAASPP exams, the most recent testing available due to the COVID-19 pandemic, performance across the five traditional middle schools and one charter school in the District was mixed: American Canyon, River, and Stone Bridge Charter all had higher-than-state-average performance on the CAASPP in ELA, with 58-73% of students Met/Exceeded in ELA, compared to 49% statewide for middle grades. Harvest (37% Met/Exceeded), Redwood (44%) and Silverado (35%) were all below state (49%), County (48%) and District (46%) performance levels.³⁸

	Traditional					Charter	District/County/State		
	American Canyon	Harvest Magnet	Redwood	River Middle	Silverado	Stone Bridge (6-8)	Napa Unified (6-8)	Napa County (6-8)	CA (6-8)
2019 ELA %Met/Exceeded	58%	37%	44%	61%	35%	73%	46%	48%	49%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp>.



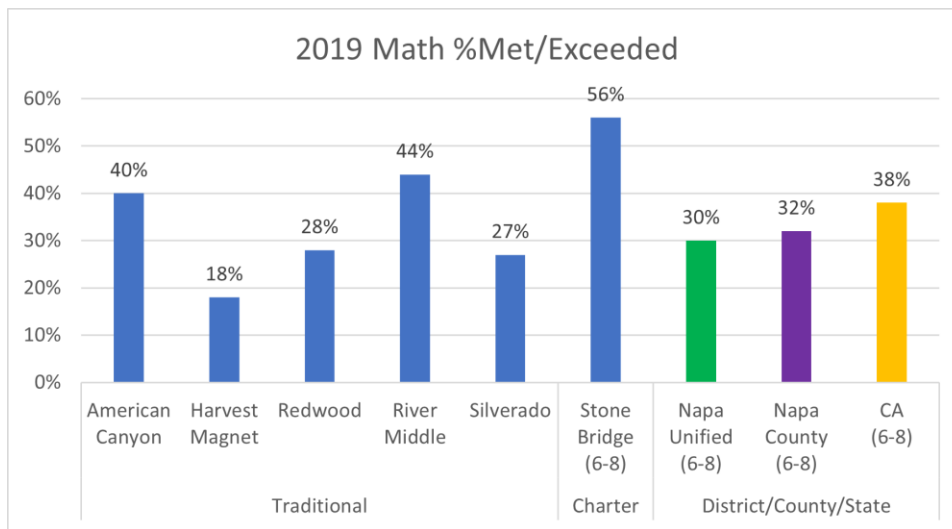
Source: <https://caaspp-elpac.cde.ca.gov/caaspp>.

³⁸ California Assessment of Student Progress and Performance. Test Results for California’s Assessments. Accessed on August 28, 2021. <https://caaspp-elpac.cde.ca.gov/caaspp>.

In Math, similarly, American Canyon (40% Met/Exceed), River (44%) and Stone Bridge Charter (56%) all performed above state average (38% Met/Exceeded), while Harvest (18%), Redwood (28%) and Silverado (27%) were all below State (38%), County (32%) and District (30%) averages for middle grades.³⁹

	Traditional					Charter	District/County/State		
	American Canyon	Harvest Magnet	Redwood	River Middle	Silverado	Stone Bridge (6-8)	Napa Unified (6-8)	Napa County (6-8)	CA (6-8)
2019 Math %Met/Exceeded	40%	18%	28%	44%	27%	56%	30%	32%	38%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp>.



Source: <https://caaspp-elpac.cde.ca.gov/caaspp>.

CA Dashboards/Difference from Standard

Compared to the “old” system that focused on Met/Exceeded rates on the CAASPP, the new California Dashboard reports use a “Difference from Standard” (DFS):

[DFS is a measure of] how far the average student is from meeting the grade-level standard, or the “Distance from Standard” (DFS). To calculate the DFS, each student's score is first compared to the “Standard Met” threshold for that grade level on the Smarter Balanced Summative Assessments. Then, all distance results are averaged to produce a school- and student-group-level average scale score (the DFS). The results will show the needed improvement to bring the average student score to “Standard Met” or the extent to which the average student score meets or exceeds “Standard Met”.

³⁹ *Ibid.*

Using scale scores, rather than reporting on the percent of students who performed at or above the “Standard Met”, provides a more comprehensive picture of how all students at the school are performing on the Smarter Balanced assessments.⁴⁰

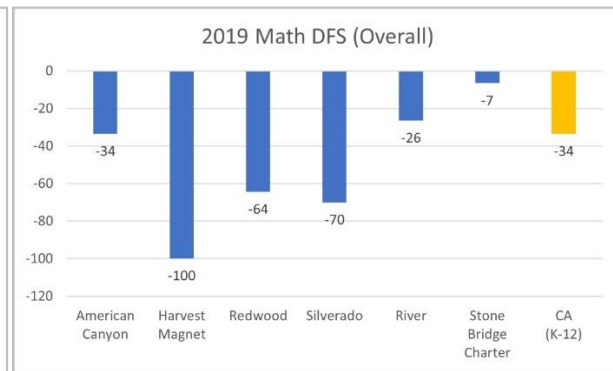
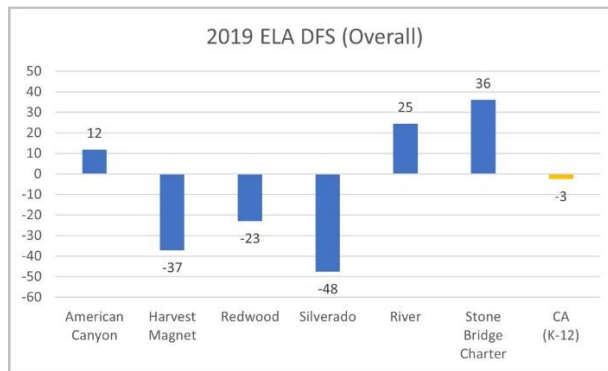
In other words, rather than only identifying how many students Met or Exceeded standards on the CAASPP, the DFS incorporates the performance of all students at the school.

Based on 2019 CAASPP testing (again, the most recent available due to the pandemic):

- Stone Bridge Charter is the only middle school in the District with a “blue” (highest tier) rating for ELA, at 36 DFS. River (25 DFS) and American Canyon (12 DFS) both are in the “green” (second highest tier), with Harvest in “yellow” (middle tier) at -37 DFS. Redwood and Silverado are both in the second-lowest tier, “orange” at -23 DFS and -48 DFS respectively for ELA.
- In Math, Stone Bridge Charter is again the highest performing middle school in the District with a -7 DFS and “green” rating; Silverado is “yellow” with -70 DFS, and the remaining schools are all “orange”: American Canyon (-34 DFS), Harvest (-100 DFS), Redwood (-64 DFS) and River (-26 DFS).

	American Canyon	Harvest Magnet	Redwood	Silverado	River	Stone Bridge Charter	CA (K-12)
2019 ELA DFS	12	-37	-23	-48	25	36	-3
2019 ELA Status Level	Green	Yellow	Orange	Orange	Green	Blue	Green
2019 Math DFS	-34	-100	-64	-70	-26	-7	-34
2019 Math Status Level	Orange	Orange	Orange	Yellow	Orange	Green	Orange

Source: <https://www.caschooldashboard.org/>



Source: <https://www.caschooldashboard.org/>

In looking at subgroup performance, as illustrated in the table below, there are some clear achievement gaps within schools and across the District. For example:

- At American Canyon, while schoolwide ELA is “green” at 12 DFS in ELA, SED students scored considerably lower at -25 (“orange”); similarly in Math, schoolwide DFS of -34 is considerably higher than SED DFS of -80 (and H/L DFS of -81).

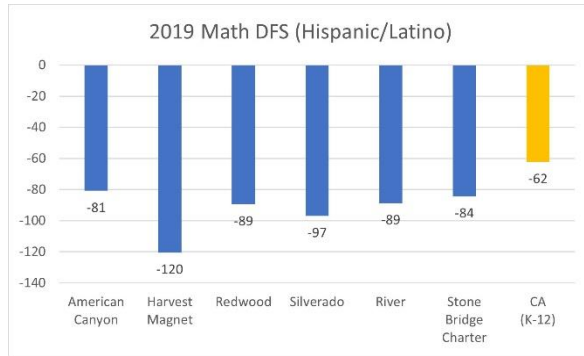
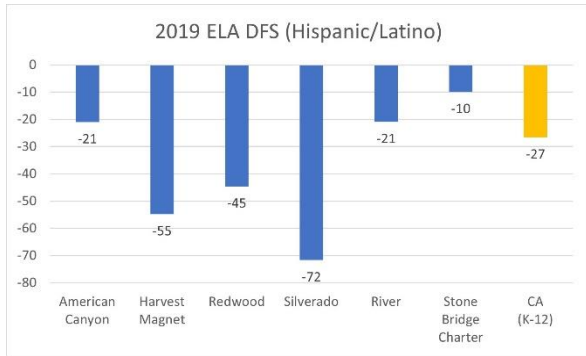
⁴⁰ California Department of Education. Academic Performance Calculation. Accessed on August 28, 2021. <https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp>.

- At Silverado, Hispanic/Latino students were -72 DFS/"red" in ELA compared with -48/"orange" schoolwide in ELA, and in Math, Hispanic/Latino students were -97 DFS/"orange," compared to -70 DFS/"yellow" schoolwide. SED students were slightly lower than Hispanic/Latino students at -77 DFS/"red" in ELA and -102 DFS/"orange" in Math, and EL students were lower still at -97 DFS/"red" in ELA and -121 DFS/"orange" in Math.
- While River had the highest non-charter DFS in ELA at 25 ("green") and Math (-26 DFS/"orange", H/L and SED students did not perform as well, with -21 and -25 DFS in ELA, respectively, and -89 and -93 in Math.
- Across all of the schools, SWD are understandably lower performing than the schoolwide averages, with most schools scoring "red" and "orange" for ELA and Math; River is a bright spot with "yellow" ELA (-67 DFS) – higher than the state average of -88/"orange" and "orange" Math (-124 DFS), on par with the state average of -119/"orange."

	American Canyon	Harvest Magnet	Redwood	Silverado	River	Stone Bridge Charter	CA (K-12)
Hispanic/Latino							
2019 ELA DFS	-21	-55	-45	-72	-21	-10	-27
2019 ELA Status Level	Yellow	Yellow	Orange	Red	Orange	No Color	Yellow
2019 Math DFS	-81	-120	-89	-97	-89	-84	-62
2019 Math Status Level	Orange	Orange	Orange	Orange	Orange	No Color	Yellow
SED							
2019 ELA DFS	-25	-62	-47	-77	-25	N/A	-30
2019 ELA Status Level	Orange	Yellow	Orange	Red	Orange	N/A	Yellow
2019 Math DFS	-80	-125	-94	-102	-93	N/A	-64
2019 Math Status Level	Orange	Orange	Orange	Orange	Orange	N/A	Yellow
EL							
2019 ELA DFS	-40	-86	-66	-97	-58	N/A	-45
2019 ELA Status Level	Yellow	Orange	Yellow	Red	Yellow	N/A	Yellow
2019 Math DFS	-90	-148	-113	-121	-116	N/A	-69
2019 Math Status Level	Yellow	Orange	Orange	Orange	Red	N/A	Orange
SWD							
2019 ELA DFS	-85	-129	-116	-147	-67	-40	-88
2019 ELA Status Level	Orange	Orange	Red	Red	Yellow	No Color	Orange
2019 Math DFS	-131	-191	-169	-189	-124	-92	-119
2019 Math Status Level	Orange	Orange	Orange	Red	Orange	No Color	Orange

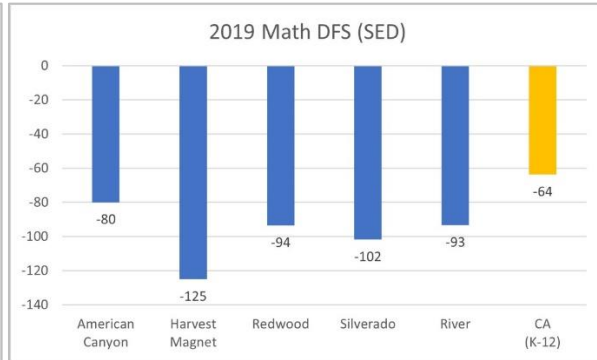
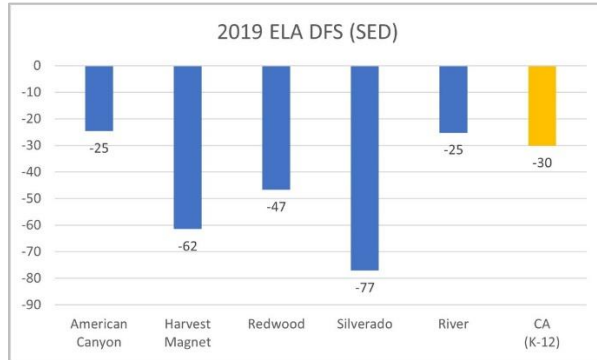
Source: <https://www.caschooldashboard.org/>

Comparing the different middle schools across the District, American Canyon and River had the highest scoring Hispanic/Latino in ELA (both -21 DFS) , while schools across the District were more consistent in Math for Hispanic/Latino students (four schools in the range of -81 to -89), with the exceptions of Harvest (-120 DFS) and Silverado (-97 DFS).



Source: <https://www.caschooldashboard.org/>

SED students had more mixed performance, with River and American Canyon both at -25 DFS in ELA (higher than the state average of -30), while Redwood (-47), Harvest (-62) and Silverado (-77) were all below state average. In Math, the schools were all below state average (-64)⁴¹ with a range of -80 DFS at American Canyon to -125 at Harvest.

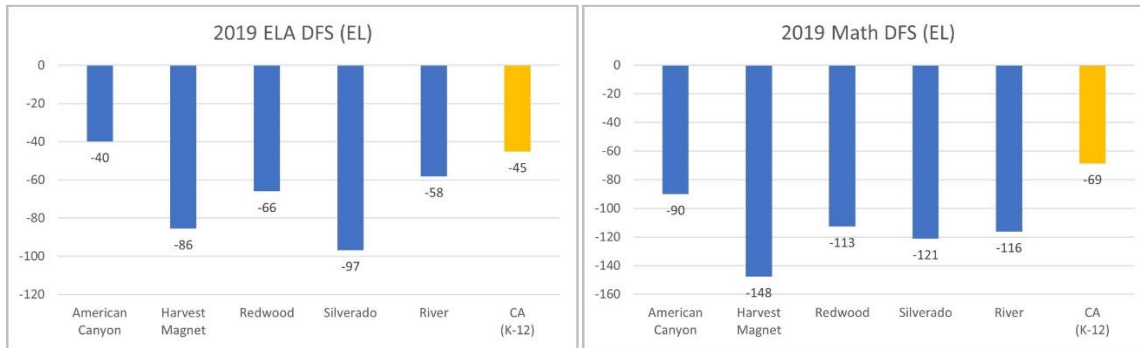


* Stone Bridge had less than 11 students in this subgroup; data not displayed for privacy

Source: <https://www.caschooldashboard.org/>

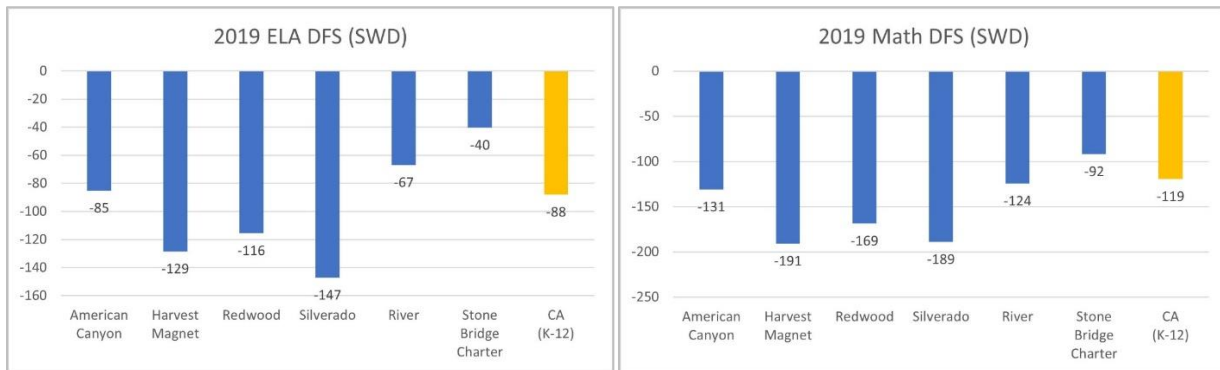
For EL students, in ELA American Canyon (-40) was above state average (-45) while the rest ranged from -66 (Redwood) to -97 (Silverado). In Math, all schools were below state average (-69) for ELs with a range of -90 (American Canyon) to -148 (Harvest). While we generally expect EL scores to be lower (once they are fluent-proficient these students are reclassified, thus these students are still mastering English), in some cases the scores are particularly low.

⁴¹ To date, the CA Department of Education has not published state-level data by grade level, so direct comparisons are limited.



* Stone Bridge had less than 11 students in this subgroup; data not displayed for privacy
 Source: <https://www.caschooldashboard.org/>

Finally, SWD at three schools – American Canyon, River and Stone Bridge Charter – all performed higher than the state average of -88 in ELA, with scores ranging from -85 to -40. Harvest (-129), Redwood (-116) and Silverado (-147) were all much lower than state average in ELA. In Math, only Stone Bridge Charter (-92) was higher than state average (-119) for SWD in Math; the other schools range from -131 to -191 in Math for SWD.



Source: <https://www.caschooldashboard.org/>

We are confident our highly personalized program with structured MTSS supports will ensure that every student at MCMS, regardless of subgroup membership, is able to meet and exceed state averages on the CAASPP and other state testing (e.g., CAST).

MCMS WILL MEET THE INTENT OF THE CA CHARTER SCHOOLS ACT OF 1992 AND NVUSD PRIORITIES

MCMS is dedicated to fulfilling the intent of the California legislature as listed in Education Code Section 47601, as well as NVUSD’s mission and strategic goals – all well beyond the space allotted here – but concisely summed up as follows:

MCMS will provide a research-based, standards-aligned instructional program that is personalized to each student’s needs.

The new Charter School will operate in accordance with the Charter Schools Act of 1992, and consistent with the intent of the California Legislature “to provide opportunities for teachers, parents, pupils, and

community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following⁴²:

(a) Improve pupil learning: through extensive research and intense focus on personalizing instruction to the individual needs of each student, MCMS' instructional model integrates rigorous, standards-aligned project- and problem-based learning (PBL), in partnership with experts at NTN, along with comprehensive social-emotional learning and development embedded across the curricula; personalized learning through detailed Individual Learning Plans (ILPs) for every student, reviewed monthly; Learning Lab four days weekly for online adaptive learning and small group instruction; and a data-driven MTSS approach embedded throughout the school design.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving: Our MTSS program will encompass all learners, including those who are academically low achieving, with targeted intervention and support including flexible class grouping, adaptive online learning programs, and intervention/enrichment groups in order to increase learning opportunities for all students.

(c) Encourage the use of different and innovative teaching methods: by providing more than 190 hours annually of comprehensive and ongoing professional development, as well as coaching to all of our instructional staff, teachers will be supported to differentiate instruction for all students using a variety of instructional strategies rooted in the work and research of experts. MCMS also will provide comprehensive and ongoing professional development and coaching to all of our instructional staff from expert facilitators at NTN and other partners, as well as our school leadership team, to facilitate research-based implementation of appropriate teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site: by providing teachers with the time and support to collaborate and select specific curriculum for lessons and plan differentiated learning based on student data to ensure each individual students' needs are met. Through grade level and subject area Professional Learning Communities, teachers will collaborate with their peers weekly to plan lessons and assessments, discuss individual students' needs, problem-solve and exchange best practices.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system: MCMS will offer families in NVUSD a choice to enroll their grades 6-8 children in smaller school alternative to the neighborhood resident schools, with a focus on student's social-emotional wellness, engaging them with active PBL to persist and demonstrate growth and grit even in the face of failure or setbacks. Our small school setting of just 336 students when we reach full capacity will ensure that each student is individually known by several caring adults – a crucial component of students' social-emotional development in early adolescence.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-

⁴² CA Ed. Code § 47601.

based accountability systems: with the Charter School striving to meet ambitious goals each year for student achievement and success detailed in the charter petition and annual Local Control and Accountability Plan (LCAP), with transparent accountability to the Napa Foundation for Options in Education Board of Directors, the charter authorizer, and all stakeholders.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools: while we do not subscribe to “competition” between public schools, MCMS is committed to collaboration with other schools in NVUSD to disseminate our best practices in meeting the needs of underserved students. We also are committed to offering a small school alternative to the existing large (>1,000 students) middle schools that will be families’ only other public school option for middle grades. We note that while NVUSD has been closing its smallest schools, at the same time many districts across California and the nation are prioritizing small community schools due to the many benefits the research demonstrates these schools offer, particularly for “at-risk” students.⁴³ By making this choice available to families in Napa Valley, parents will be able to communicate their preference clearly with their school choice. (Ed. Code § 47601.)

Finally, we note that MCMS will also meet the District’s priorities as detailed in its 2019-2022 Strategic Plan,⁴⁴ particularly the objectives under *Goal #1: Student Learning, Achievement and Access:*

1. Students graduate college- and career-ready

MCMS will implement a research-driven model of education that has proven successful with similar populations of students, highlighted by the success of NTN at NVUSD’s elementary and high school level. By offering NTN’s proven PBL strategies and SEL programs, MCMS students will matriculate from middle grades and enter high school with the foundational academic knowledge, skill set and psycho-social strengths (including crucial self-awareness) for success in rigorous secondary schools, colleges and beyond.

2. Students experience responsive, engaging pedagogy

Our program will leverage proven PBL practices, tech integration and other engaging teaching strategies for middle grade adolescents. Culturally responsive teaching will help support our intentionally diverse student body and ensure the assets and experiences students bring from their homes are continuously celebrated. English Learner students, including LTELs, will be carefully supported with both integrated and designated daily ELD lessons to ensure they master English fluency as they master core content standards.

3. Students thrive socially, emotionally and academically

MCMS will emphasize social-emotional learning and development at this crucial stage in their lives to help establish a foundation for life-long wellness, skills and wellness that will help them weather setbacks and challenges as they grow and mature. PBIS and restorative practices in our MTSS program will be consistently utilized across the school.

4. Students benefit from real-world experiences

⁴³ Blank, M. J., Melaville, A., & Shah, B. P. (2003). *[Making the Difference: Research and Practice in Community Schools.]* Coalition for Community Schools, Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.

⁴⁴ Napa Valley Unified School District. NVUSD Strategic Plan 2019-2022. Accessed on August 28, 2021. <https://drive.google.com/file/d/1q7oqm317Li6aeNbEORyPyH-FQV-RGZN6/view>

Our NTN-guided PBL strategies will align student learning both to state content standards and “real world” problems and projects that not only help students engage in their learning and find “meaning” in what they are doing, while also preparing them for college and careers.

MCMS WILL MEET THE SPECIFIC EDUCATION INTERESTS, BACKGROUNDS AND CHALLENGES OF STUDENTS IN THE NAPA VALLEY UNIFIED SCHOOL DISTRICT

Beyond the demographic characteristics of the target community in Napa Valley that are detailed above, and the demographics and performance of the existing traditional public schools in the target neighborhood, the specific educational interests, backgrounds or challenges of students in the community are well-known to MCMS’ founders. Based on our years of experience living, working and teaching in this community, we are confident that MCMS will offer families in Napa Valley an option for their students to attend a high-performing public middle school that is carefully designed to meet their needs.

We know many of our students experience stressors outside of school due to their experiences with poverty, including strains on the family such as housing and food instability. Lack of appropriate access to health care and other supports, drug and alcohol abuse, teen pregnancy, gang involvement and other factors contribute further to childhood trauma, as children witness and experience violence and these other challenges in their neighborhood and even their own homes.

The impact of these traumatic events on a child's ability to learn and develop is a common challenge and impediment to accessing opportunity for students. National data indicates that one in four children experience a traumatic event in their lifetime that can affect learning and development.⁴⁵ Research indicates that even *one* traumatic event influences the brain enough to alter development, such as increasing symptoms of depression, irritability, aggressive behaviors, and anxiety while decreasing attention/focus, short- and long-term memory, communication and language skills.⁴⁶

OUTREACH AND INPUT FROM PARENTS/GUARDIANS AND COMMUNITY MEMBERS

When NVUSD announced plans to close River MS and Harvest MS at the end of 2021-22, community reaction was strong. Many parents in the community have expressed the desire for *more* choices in their children’s public education. Families with the means to send their children to private and parochial schools have already started to pull their children out the District even before completing elementary school, dissatisfied with the choices that will be available in 2022-23 and beyond. While we are in the beginning stages of our broad and targeted outreach campaign (detailed fully in Element VII), we already have secured 110 signatures (representing 122 students) in support of this charter petition from parents/guardians who are “meaningfully interested” in enrolling at MCMS in 2022-23. We have more than 500 people “following” us on social media and 162 families to date have registered on our website to receive regular updates from us.

⁴⁵ The National Child Traumatic Stress Network. Complex Trauma: [Facts for Educators.] Accessed on August 28, 2021. <https://www.nctsn.org/resources/complex-trauma-facts-educators>.

⁴⁶ Treatment and Services Adaptation Center. [How Does Trauma Affect Children?] Accessed on August 28, 2021. <http://traumaawareschools.org/impact>.

MCMS MEETS THE REQUIREMENTS OF THE CHARTER SCHOOLS ACT AND THIS CHARTER MUST BE APPROVED

In accordance with the recently amended provisions of the California Education Code, we respectfully submit that the Board of the NVUSD should find that this charter petition to establish MCMS for a five-year charter term must be approved. As detailed in the Education Code:

(c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings⁴⁷

We address each of the eight potential findings⁴⁸ in turn:

Criteria	Met/Not Met	Notes
(1) MCMS presents [a <u>sound</u>] educational program for the pupils to be enrolled in the charter school.	Met	See Elements I-III, VI, X. Our research-based program will offer a rigorous, standards-aligned educational program for grades 6-8.
(2) MCMS demonstrably [<u>is likely to successfully implement</u>] the program set forth in the petition.	Met	See Executive Summary, Elements IV-V, Appendices F, G, H; the Founding Team has extensive, diverse experience and expertise that will support the design, development and implementation of successful new charter school.
(3) The petition contains the number of signatures required by subdivision (a).	Met	See Appendix C (teacher signatures, credentials and resumes from 11 teachers, well in excess of the 50% required based on Y1 enrollment of 180 students with 9 teachers on staff) and Appendix D (110 parent signatures representing 122 students in Y1, well in excess of the 50% required for Y1 enrollment of 180 students)
(4) The petition contains an affirmation of each of the	Met	See Assurances, Affirmations and Declarations (before Element I).

⁴⁷ Education Code §47605(c).

⁴⁸ Education Code §47605(c)(i)-(viii).

conditions described in subdivision (e).		
(5) The petition contains reasonably comprehensive descriptions of Elements 1 through 15, as detailed in the Education Code.	Met	See Elements I-XV.
(6) The petition contains a declaration that the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	Met	See Assurances, Affirmations and Declarations (before Element I and Element XIII).
(7) The charter school is <u>[demonstrably likely to serve the interests]</u> of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding [for denial] under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors: (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.	Met	See narrative just below this table.

<p>(8) The school district [<u>is positioned</u>] to absorb the fiscal impact of the proposed charter school. A finding that the district cannot absorb the fiscal impact of the new charter school is satisfied if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.⁴⁹</p>	<p>Met</p>	<p>NVUSD has a <u>positive</u> certification, thus (8) does not apply.⁵⁰</p>
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Regarding the seventh criteria considering the “fiscal impact” of MCMS on the District, while we reserve the option to apply for a Proposition 39 co-location, our intent is to occupy a private facility at 983 Napa Street, Napa, CA 94559. As a matter of facilities or operations, MCMS will have a negligible impact on NVUSD.

While many authorizing districts may have concerns about the fiscal impact of new charter schools on their own bottom line as they face declining enrollment, our enrollment of 336 middle grade students by the time we reach full capacity in Y4 should not have a negative impact on a school district that has approximately 17,000 students in 29 schools (*i.e.*, less than 2% of the District’s enrollment). By creating an intentionally broad yet targeted outreach scope – focused on recruiting an intentionally mixed-SES, mixed-race/ethnicity student body, no single neighborhood will be impacted.

We are unaware of any middle schools in NVUSD that are providing the type of individualized educational program we will provide, with Individual Learning Plans for every student, monthly one-on-one check-ins with the student’s Advisor, differentiated instruction including online blended adaptive programs that provide customized supports and interventions based on formative and summative assessment data in our MTSS model; engaging project-based and problem-based learning in partnership with experts at the NTN, comprehensive social-emotional learning curricula embedded across the curricula, Positive Behavior

⁴⁹ Education Code § 47605(c).

⁵⁰ California Department of Education. Interim Status. Accessed on August 28, 2021. <https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp>.

Intervention and Support (PBIS), one-on-one and group counseling, and more to develop students as positive, caring individuals; or other aspects of our program detailed herein.

Finally, we note that most of the existing NVUSD middle schools available to students are struggling to realize strong academic outcomes for the students they serve, as indicated by the data shown here. Families in NVUSD are seeking additional options like MCMS. We are confident that this charter petition to establish MCMS in Napa Valley presents an exemplary public school option for families of children in grades 6-8, and we look forward to partnering with NVUSD to offer an important option for families in the community, and to attract new families to NVUSD.

ENROLLMENT PLAN

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter.

Grade	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
6	60	112	112	112	112
7	60	60	112	112	112
8	60	60	60	112	112
Total Enrollment	180	224	284	336	336

INDEPENDENT STUDY CONTINGENCY PLANS

We wish to note that during these unprecedented times of worldwide impact from the global Covid-19 pandemic, MCMS will be prepared to adapt rapidly and flexibly if needed to the transition to offsite learning. While we hope this will no longer be needed by the time we open in August 2022, in the event distance learning plans are still required, we will be ready. We have budgeted for a 1:1 Chromebook ratio to ensure every student has equitable access to technology. As needed, we will allocate resources to purchase WiFi hotspots to ensure all of our students have access to online learning from Day 1.

All students, parents/guardians and teachers will have access to online tools that will provide students with access to course materials at home.⁵¹ To ensure quality teaching is being planned and provided, our Head of School will meet virtually each morning with all faculty, Counselor and staff. The Head of School also will communicate daily with all parents/guardians and with all students, and include daily office hours for live communications with parents/families who may have questions or need assistance. One-on-one conferences will be available as well. Parents/guardians will be provided detailed information about online curricular resources, IT support for computer and internet issues, online informal Q&A sessions with parents will be held more frequently (virtually) and other opportunities to connect, and much more.

⁵¹ In some cases, we anticipate that some students may not have suitable environments for working at home, even with a hotspot and Chromebook, such as if they are homeless. As needed, teachers will make printed packets available and ensure these are accessible to students, though we will do what we can to optimize learning for each student, including securing appropriate work spaces at open offices with community service partners, etc. as needed.

School staff also will communicate weekly with families via phone calls, our SIS, our website, social media and other platforms. In an event, all independent study or virtual instruction will conform to applicable law in year provided. For example, distance learning rules for 2020-21 are very different than the new rules for 2021-22 adopted by AB130 (2021).

Rather than employ an online environment in which students sit staring at their screen as teachers lecture for an entire school day, we expect that will use a hybrid model including synchronous “bell schedule” zoom time, and asynchronous times that include teachers recording mini-lessons and posting daily assignments, with scheduled meetings/office hours with their classes at designated times. This structure would be carefully planned to ensure students have continuity and contact with their teachers, Advisors and Counselor, yet also give our hard-working staff some flexibility to manage their own families at home. We note that we will have the benefit of research and experience from the 2020-21 and 2021-22 school years and will adapt our program accordingly based on the best solutions for our students.

Our Special Education teacher and consultants will ensure continued services, including contracted services, for students with disabilities. Our paraprofessionals will continue to provide RSP through Google Meets, Zoom or one-on-one phone calls. Our Counselor will host small group and one-on-one counseling sessions through Google Meets, Zoom and by phone. 100% of our students with IEPs will receive services and our Special Education teacher(s) will be in communication with families weekly. Similarly, our ELA/ELD teachers and instructional aides will continue to provide designated ELD instruction online to our EL students.

We also will provide meals (breakfast and lunch) for students on a daily basis. Our Head of School and staff will work to ensure all students are participating in school each day, contacting families when students are not attending online classes or turning in assignments. The Counselor also will help make referrals to community services as needed.

Our Board of Directors will continue to meet for regularly scheduled meetings through Zoom, with appropriate protocols for public participation (see Element IV).

MISSION

Mayacamas Charter Middle School is a school where socio-economically and racially/ethnically diverse students – who have diverse learning needs – will benefit from a highly personalized program that differentiates instruction to meet individual students’ needs. Through project-based learning, online learning, and other engaging strategies, as well as an emphasis on students’ social-emotional development, Mayacamas will ensure students master state content standards and grow developmentally in an inclusive, welcoming and supportive school culture.

VISION

Our vision is that Mayacamas Charter Middle School will offer families in Napa Valley an important option for their children’s middle grades education (and the option to have a complete K-12 pathway in New Tech Network schools) and that we will develop students who are well prepared for success in rigorous high schools, post-secondary schools and meaningful careers. Our students will embody grade-level mastery of the New Tech Network learner outcomes of Knowledge & Thinking, Collaboration, Oral Communication, Written Communication and Agency, along with Social-Emotional Learning goals of trust, responsibility, respect for self and respect for others.

THE NEW TECH LEARNING OUTCOMES

Through collaboration with teachers, university academics, and business people, and informed by current research, New Tech Network (NTN) schools have clearly defined outcomes for their students that are aimed at fully preparing them for college and career success.



Knowledge and Thinking: Developed using the college readiness assessment research of Stanford University's S.C.A.L.E. division, this outcome expresses the key knowledge and thinking skills needed to move all students toward college readiness in each core discipline.



Collaboration: Students need to know how to work well with others, whether it's in partnership, as a small team, or in a large group setting.



Written Communication: Substantial evidence suggests that writing is not only a key skill that students need in nearly any career or college pathway, but that the act of writing can also help students develop important and transferable thinking skills such as analysis, inference, logic, and rhetoric.



Oral Communication: Students not only need to be able to communicate and defend their ideas orally, but also develop confidence as public speakers.



Agency: To have agency is to have ownership over one's own learning, using a growth mindset to improve in any area through effort, feedback, and practice. Based heavily on the research of Carol Dweck and Camille Farrington, the agency outcome reflects the skills needed to effectively navigate the world as a lifelong learner.

Source: <https://newtechnetwork.org/>

HOW LEARNING BEST OCCURS

Every student possesses a wide range of learning skills. Mayacamas believes that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way, developing a learning culture that values intellectual competency and moral character.

Learning best occurs when schools are small. Research has shown that second only to socioeconomic status, school size is the most significant predictor of student success.⁵² Also, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced.⁵³ The enhanced social relationships of small school environments affect student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and

⁵² Klonsky, M. (1995). [Small Schools: The Numbers Tell a Story. A Review of the Research and Current Experience.] Chicago: Illinois University College of Education.(ED 386 517) Retrieved July, 30, 2007.

⁵³ Raywid, M. A. (1998). [Small Schools: A Reform That Works.] Educational leadership, 55(4), 34-39.

conflict.⁵⁴ Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates.⁵⁵

Learning occurs best when teachers are highly qualified, prepared and collaborate with one another regularly.

Research supports the importance of effective teachers with a recent RAND study concluding “teachers matter more to student achievement than any other aspect of schooling.”⁵⁶ In a report published in the Stanford Social Innovation Review, Professor Carrie Leana digs further to identify what makes a teacher effective and identifies their “social capital” as the key ingredient, defining social capital as “relationships among teachers” or their level of collaboration with one another.⁵⁷ In a study of New York City elementary school students, higher math gains were achieved when students had teachers who “reported frequent conversations that centered on math, and when there was a feeling of trust or closeness among teachers.”⁵⁸ Linda Darling Hammond and Gary Sykes of Stanford University also concluded from their research that “teacher conversations and collaborations” are “key to increasing student achievement.”⁵⁹

Learning occurs best when lessons are structured so that students are active and engaged participants in their own acquisition of learning and understand the relevance of what they are learning.

We believe “learning is an active, contextualized process of constructing knowledge rather than acquiring it” and that “learners continuously test [their] hypotheses through social negotiation...bring[ing] past experiences and cultural factors to a situation.”⁶⁰ Extensive research supports the effectiveness of active learning, “particularly in improving the achievement level of the lowest-performing students and minorities.”⁶¹ Active learning can take on many forms, but the common thread is that students are not simply sitting listening to a teacher lecture. Instead, true mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again and demonstrate their knowledge.⁶²

Learning occurs best when students learn from their own failures, and have a growth mindset.

As Sir Ken Robinson famously said, “If you're not prepared to be wrong, you'll never come up with anything original.”⁶³ Through the tenet of “agency,” we help students see effort and practice in a new light and associate both as growth paths and, ultimately, success. We will provide students with the skills to rebound from setbacks and build confidence as they welcome new challenges.

Dweck and her colleagues have shown that everyone has a mindset, a core belief about how they learn (Dweck, 2006). People with a growth mindset are those who believe that smartness increases with hard work, whereas those with a fixed mindset believe that you can learn things but you can't change your basic level of intelligence. Mindsets are critically important because

⁵⁴ Gladden, R. (1998). [*The Small School Movement: A Review of the Literature.*] 113-137.

⁵⁵ Fine, M., & Somerville, J. I. (1998). [*Small Schools, Big Imaginations: A Creative Look at Urban Public Schools.*]

⁵⁶ RAND Corporation. [*Teachers Matter: Understanding Teachers' Impact on Student Achievement.*] Accessed on August 28, 2021. https://www.rand.org/pubs/research_reports/RR4312.html

⁵⁷ Leana, C. R. (2011). [*The Missing Link in School Reform.*] Stanford Social Innovation Review. 2011.

⁵⁸ *Ibid.*

⁵⁹ Darling-Hammond, L. (2010). [*Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching.*] Center for American Progress.

⁶⁰ Learning Theories. [*Constructivism.*] Accessed on August 28, 2021. www.learning-theories.com/constructivism.html.

⁶¹ National Drop Out Prevention Center. [*Active Learning.*] www.learning-theories.com/constructivism.html Accessed on August 4, 2018. <http://dropoutprevention.org/effective-strategies/active-learning/>.

⁶² Freire, P. (1972). [*Pedagogy of the Oppressed.*] (Trans. Myra Bergman Ramos.) New York: Herder.

⁶³ Robinson, K. (2009). [*The Element: How Finding Your Passion Changes Everything.*] Penguin.

they lead to different learning behaviors, which in turn create different learning outcomes. When people change their mindsets and start to believe that they can learn to high levels, they change their learning pathways (Blackwell, Trzesniewski, & Dweck, 2007) and achieve at higher levels.

Students with a fixed mindset are more likely to give up easily, whereas students with a growth mindset are persistent and keep going even when work is hard.

....

An important study showing the relationship between our beliefs and our brain activity found that when people with a growth mindset made a mistake, they experienced more brain activity than those with a fixed mindset The study also found that individuals with a growth mindset had a greater awareness of errors than individuals with a fixed mindset, so they were more likely to go back and correct their mistakes.⁶⁴

Instilling the principles of “agency” helps students find personal relevance in their work and motivates them to participate actively, even in the face of setbacks, and understand how they impact themselves and their communities.⁶⁵

Learning occurs best when the curriculum is rigorous and instruction is mastery-based, indicative of the high expectations teachers hold for all students and a growth mindset for both students and teachers.

“People are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum.”⁶⁶ We believe that learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with an individualized approach that rejects the notion that “one size fits all.” “During the last decade, research on successful programs for youth at risk of academic failure has clearly demonstrated that high expectations, with concomitant support, is a critical factor in decreasing the number of students who drop out of school and in increasing the number of youth who go on to college.”⁶⁷ In order to help all students meet our high expectations, we clearly communicate those expectations, and then provide appropriate, individualized support to achieve the stated goals, and meaningful opportunities for students to demonstrate their accomplishments and successes. Our teachers will continuously analyze student achievement data, then scaffold learning and differentiate instruction in order to lead all students to academic growth and achievement.

Learning best occurs when the content is meaningful to the daily experiences and realities of the students and integrated in the way disciplines mesh in the “real world.”⁶⁸ Through project-based learning and interdisciplinary instruction, students are better able to master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking.⁶⁹ We believe that

⁶⁴ youcubed. [When You Believe in Yourself Your Brain Operates Differently.] Accessed on August 28, 2021. <https://www.youcubed.org/evidence/believe-brain-operates-differently/>.

⁶⁵ New Tech Network. New Tech Network Agency Rubrics. Accessed on August 28, 2021. <https://newtechnetwork.org/resources/new-tech-network-agency-rubrics/>

⁶⁶ Chen, J. Q., Moran, S., & Gardner, H. (2009). [Multiple intelligences around the world.] John Wiley & Sons.

⁶⁷ Mehan, H., Hubbard, L., Lintz, A., & Villanueva, I. (1994). [Tracking untracking. The consequences of placing low track students in high track classes.] Santa Cruz, Calif.: National Center for Research on Cultural Diversity and Second Language Learning.

⁶⁸ *Ibid.*

⁶⁹ Sill, D. J. (2001). [Integrative Thinking, Synthesis, and Creativity in Interdisciplinary Studies.] The Journal of General Education, 50(4), 288-311.

learning best occurs when students are self-motivated and inspired to investigate, test, research, create, invent, inquire and question via hands-on projects that have meaning and relevance for them across disciplines. We believe project-based learning capitalizes on students' natural curiosities and methods of exploring the world around them, reality, self-awareness and more.⁷⁰ Teachers must also understand what students bring to the classroom. If what students "know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning."⁷¹

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation.⁷² Perhaps most important, they offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum.⁷³

Learning occurs best when school administrators, teachers, and students alike analyze data regularly to monitor progress and adjust strategies accordingly. As the co-founders of New Leaders for New Schools wrote, "Principals in the most rapidly improving schools almost always cite data-driven instruction as one of the most important practices contributing to their success." This observation aligns with research that has shown that using data in instructional decisions can lead to improved student performance.⁷⁴ By constantly "beginning with the end in mind" through both backwards planning and a constant reflection on data, we can ensure our curriculum is having the desired impact. Quite simply, "What gets measured gets done."⁷⁵

Learning occurs best in school community where students feel a sense of belonging.

We believe that learning best occurs in a school that serves as a true hub of the community, fostering a sense of belonging for our adolescent students as well as their families, our staff and the surrounding community members. Schools should "promote the growth of students as healthy, competent, moral people [including] the discourse of responsibility, interdependent sociality, community, and commitment the topics that arise in common human experience."⁷⁶ Our safe, small school environment models cooperative and respectful behavior and is free from bullying and other unwanted behaviors. Students participate in defining the behaviors and values of our community, and SEL education programs will give students the opportunity to develop and explore values in a safe and supportive environment.

⁷⁰ Freire, P. (1972). [*Pedagogy of the Oppressed*.] (Trans. Myra Bergman Ramos.) New York: Herder.

⁷¹ Darling-Hammond, L. (2008). [*Teacher Learning That Supports Student Learning*.] Teaching for intelligence, 2(1), 91-100.

⁷² Csikszentmihalyi, M., & Csikszentmihalyi, M. (1990). [*Flow: The Psychology of Optimal Experience*] (Vol. 1990). New York: Harper & Row.

⁷³ Chen, J. Q., Moran, S., & Gardner, H. (2009). [*Multiple Intelligences Around the World*.] John Wiley & Sons.

⁷⁴ Wayman, J. C. (2005). [*Involving Teachers in Data-Driven Decision Making: Using Computer Data Systems to Support Teacher Inquiry and Reflection*.] Journal of Education for Students Placed At Risk, 10(3), 295-308.

Wayman, J. C., Cho, V., & Johnston, M. T. (2007). [*The Data-Informed District: A District-Wide Evaluation of Data Use in the Natrona County School District*.] Wohlstetter, P., Datnow, A., & Park, V. (2008). [*Creating a System for Data-Driven Decision-Making: Applying the Head of School-Agent Framework*.] School Effectiveness and School Improvement, 19(3), 239-259.

⁷⁵ Schmoker, M. J. (1999). [*Results: The Key to Continuous School Improvement*.] ASCD.

⁷⁶ Noddings, N. (2015). [*The Challenge to Care in Schools*.] 2nd Edition. Teachers College Press.

Learning occurs best when ample social-emotional supports are embedded in the instructional program to ensure students of all ability levels have the assistance and resources necessary to be successful.

Research findings emphasize the importance of behavioral and social supports. Simonsen and colleagues⁷⁷ conducted a systematic review of the literature and identified the following practices as evidenced-based as an endorsement of their adoption: 1) maximize structure and predictability (including using a physical arrangement that minimizes distraction); 2) post, teach, review, monitor and reinforce expectations (and provide active supervision); 3) use a continuum of strategies to respond to appropriate behaviors (including specific and/or contingent praise, class-wide group contingencies, behavioral contracting, and token economy strategies); and 4) use a continuum of strategies to respond to inappropriate behavior (including error corrections, performance feedback, differential reinforcement, planned ignoring plus praise and/or instruction of classroom rules, response cost and timeout from reinforcement strategies).⁷⁸

Learning occurs best when technology and the arts are leveraged as important tools for engagement.

Research supports the effectiveness of technology in the classroom as an engagement and retention strategy. One summary of research on the topic concludes that the “students like learning with computers and their attitudes toward learning and school are positively affected by computer use” and that “students learn more quickly and with greater retention when learning with the aid of computers.”⁷⁹ Technology use also seems most effective for otherwise low achieving and at-risk use.⁸⁰ Similarly, “arts integration has been shown by several rigorous studies to increase student engagement and achievement among youth from both low and high socioeconomic backgrounds.”⁸¹

Learning occurs best when families are involved in their children’s education and valued as key partners.

There is overwhelmingly evidence that “demonstrates that parent involvement in children's learning is positively related to achievement.”⁸² Notably, “A New Wave of Evidence, a report from Southwest Educational Development Laboratory found that, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; [and] graduate and go on to postsecondary education.”⁸³

⁷⁷ Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). [Evidence-Based Practices in Classroom Management: Considerations for Research to Practice.] *Education and Treatment of Children*, 351-380.

⁷⁸ Safe & Civil Schools. [Is CHAMPS Evidence Based?] Accessed on August 28, 2021. <http://www.safeandcivilschools.com/research/references/is-champs-evidence-based.pdf>.

⁷⁹ Noeth, R. J., & Volkov, B. B. (2004). [Evaluating the Effectiveness of Technology in Our Schools.] ACT Policy Report. American College Testing ACT Inc.

⁸⁰ *Ibid.*

⁸¹ Catterall, J. S. (2012). [The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies.] Research Report# 55. National Endowment for the Arts.

⁸² Vijay, R. (2016). [Parental Involvement and Academic Achievement among High School Students.] *International Journal of Multidisciplinary Research Review*. 5(12).

⁸³ Henderson, A. T., & Mapp, K. L. (2002). [A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.] Annual Synthesis, 2002.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

“The sky is not falling today, but it might be in fifteen or twenty years if we don’t change our ways, and all signs are that we are not changing, especially in our public schools.”

--Thomas L. Friedman, The World is Flat (2005)

Defining an “educated person in the 21st century” is perhaps more important now than at any time in the past several decades. New technologies and the globalization of the world economy are fueling societal change at a pace unprecedented in human history. The adolescents at MCMS will have lived their whole lives with technology that seemed like science fiction when their parents and teachers were adolescents. We have witnessed remarkable change in commonly used technology devices – the so-called “democratization of technology”:

- Digital photos and videos that are available instantly (versus film-based), easily manipulated via software such as Photoshop, and distributed in real time on a global scale via social media such as Facebook (2.8 billion active monthly users), YouTube (6.5 billion videos viewed each day), and Twitter (500 million tweets sent daily);⁸⁴ and countless websites and blogs – all changing forever the way humans interact on a global scale.
- Search engines such as Google (5.6+ billion searches each day) and Bing (900 million per day)⁸⁵ have dramatically changed the way we access information, including educational content. Where school librarians – and school budgets -- once had to work diligently to replace outdated texts as advances were made in science, social science and more, today students can access the best thinking in medicine, archeology, astronomy, and an ever-changing economy and political world in real time.
- Personal technology devices including smart phones, Kindles/e-readers, iPads/tablet computers and more have revolutionized the production, distribution and accessibility of news and entertainment content in a dramatic way, shifting the way billion-dollar industries operate.

The impact of these changes on children cannot be overstated. Many young children are not only consuming, but creating, new digital content on a daily basis. Children today have access to unimaginable amounts of information at an instant, and have come to expect instantaneous access to highly personalized content. By the time these children are parents themselves, one can only imagine what technological advances will have developed and become ubiquitous. And yet, much has been made of the fact that our educational model is designed for an antiquated age.

About 20 years ago, a small group of entrepreneurs and educators in Napa began exploring ways to build a different model for learning, establishing the New Tech Network as a leader in 21st century school design. With an emphasis on project-based learning, and the social and emotional skills New Tech Network (NTN) determined would be critical for success in the evolving 21st century college and the workplace.

⁸⁴ Statista. Number of monthly active Facebook users worldwide as of 2nd quarter 2021. Accessed on August 28, 2021. <https://www.statista.com/statistics/264810/number-of-monthly-active-facebook-users-worldwide/>. Omnicore. YouTube by the Numbers: Stats, Demographics & Fun Facts. Accessed on August 28, 2021. <https://www.omnicoreagency.com/youtube-statistics/>; David Sayce. The number of tweets per day in 2020. Accessed on August 28, 2021. <https://www.dsayce.com/social-media/tweets-day/>.

⁸⁵ Google searches: <https://blog.hubspot.com/marketing/google-search-statistics#:~:text=Google%20doesn't%20share%20its,and%20four%20searches%20each%20day./>; <https://www.brightedge.com/blog/all-about-bing>

In academic, business, and political circles, the call for developing the skills required to compete and succeed in the 21st century has been a topic of discussion for a number of years, and it has a number of names. Career Readiness. 21st-Century Learning. College and Career Ready. Deeper Learning. . . .

In both college and career, here's what students and employees are increasingly expected to do: problem-solve, work collaboratively, communicate clearly and consistently, and more. Content mastery is still expected, but knowledge is applied in different ways, often using digital tools. Work is often project-based, and not independent, requiring a different mindset and skill set to achieve goals and move ahead.⁸⁶

NTN has – through years of experience, expertise, and research -- defined the following 21st century learning goals that MCMS embraces for our own students:

- **Knowledge and Thinking** - The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.
- **Written Communication** - The ability to effectively communicate content knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.
- **Oral Communication** - The ability to effectively communicate content knowledge and thinking through oral interactions and presentations.
- **Collaboration** - The ability to demonstrate effective communication, responsibility, initiative, and leadership in order to be a productive member of diverse teams.
- **Agency** - The ability to reflect on the development of self-management skills, learning habits, and mindsets.⁸⁷

⁸⁶ Larmer, J., Mergendoller, J., & Boss, S. (2015). [Setting the standard for project based learning.] ASCD.

⁸⁷ New Tech Network. [Maximizing Student Agency: Implementation of Student-Centered Learning Approaches.] Accessed on August 28, 2021. <https://newtechnetwork.org/resources/maximizing-student-agency-implementation-of-student-centered-learning-approaches/>

These goals encompass not only our academic and standards-aligned goals for an “educated person,” but also crucial social-emotional skills and knowledge (including self-knowledge) that are imperative to success in today’s modern economy.

As NTN notes, “Agency, and Collaboration, are a piece of nearly every organization’s – both at the college and professional level – definition of social and emotional learning The data says that social and emotional learning will be embedded in the modern workforce. Some 97 percent of employers believe that the development of social and emotional skills is essential for being successful in the modern workforce, according to a study released earlier this year by The Aspen Institute called “From a Nation At Risk to a Nation at Hope.””⁸⁸

The goal of MCMS is to provide an environment in which students will develop into confident, self-motivated, competent, productive, and lifelong learners, as well as developing students’ trust, responsibility, respect for self and respect for others. Vested with these 21st century skills and

attributes, these students will become responsible young adults. Students will possess the habits, skills, and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st century.

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

The program at MCMS has been carefully designed to develop students to be self-motivated and competent, who view *themselves* as life-long learners:

- Self-motivated learners: Research has found that three elements are needed for students to be self-motivated: autonomy (or agency), mastery, and a sense of purpose.⁸⁹ Through our student-centered differentiated, hands-on instruction, (autonomy/agency) students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement (mastery). As students develop confidence in their own abilities they

⁸⁸ *Ibid.*

⁸⁹ Pink, D. H. (2011). [*Drive: The surprising truth about what motivates us.*] Penguin.



approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic *self-motivation* to learn.

- **Competent learners:** Through “backwards design” and a continuous focus on student achievement data, teachers ensure that learning objectives are met by students. Students are asked to reflect on their own learning, helping them gain understanding of the way they learn best. Students who can effectively express how they learn best can ‘own’ their education and be successful and enthusiastic life-long learners.
- **Life-long Learners:** Beyond mastering specific skills and facts, students learn *how* to learn. Student learning is structured in the context of real-world scenarios with meaningful context for the individual learners. In this way, students actively participate in their own learning, seeing the relevance and applications of their education and their daily lives. Thus, well beyond the mastery of specific skills and knowledge, students at MCMS develop a *lifelong* ability to continue to learn.

Our students will develop a solid foundation that will serve them well in high school, college and beyond.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(c)(5)(A)(ii)

MCMS will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including Common Core) and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, MCMS’ stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions MCMS anticipates at this point in time.

Pupil Outcomes	Assessments Used	Frequency	Goal/Expected Outcome	Progress Targets
Performance Goals				
State Priority #1: MCMS will ensure all teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization.	Employee folders	Annually	100% of teachers are properly certified and assigned (Interns will be properly permitted)	100% of teachers, all years
State Priority #1: All students, including all significant subgroups, will have access to standards-aligned (including	Inventory List; classroom observation	Annually	100% of students have access to standards-aligned	100% of students, all years

Common Core) materials and additional materials as outlined in charter petition.			materials and technology	
State Priority #1: The school facilities will be clean and maintained in good repair.	Daily spot checks and Site Inspection List	Daily, Annually	Clean and maintained facilities	≥ 90% of items in compliance or good standing, all years
State Priority #2: Fully implement MCMS model of instruction, with emphasis on PBL, SEL and 21 st century skills development in a CA Common Core State Standards (CCSS)-aligned curriculum.	Lesson plans and curriculum pacing; state standardized tests	Weekly and quarterly review; annual CAASPP	100% implementation of Math and ELA CCSS (and NGSS) in all grade levels and classrooms	100% implementation of Math and ELA CCSS and NGSS all years
State Priority #3: Provide multiple opportunities for parent/guardian involvement in school life and ease of home-school communication; and ensure parent/guardian involvement in decision-making.	Sign-in sheets; Parent surveys	Ongoing events with annual review; Annual surveys	Parents will attend at least one school event and indicate satisfaction with the school's program on annual surveys	-- Y1 ≥ 85% of parents will attend at least one school event and ≥ 85% parent satisfaction -- Y2+ goals will be reset annually with overall goal of ≥ 90% parent attendance and ≥ 90% parent satisfaction
State Priority #4: All students, including all significant subgroups, will meet/exceed state and federal targets for growth on the CAASPP and EL reclassification rates. <i>Please note: At this time, MCMS does not anticipate setting different goals for different subgroups. Based on actual performance once the school is open, to the extent the test data indicates a gap between any subgroups, specific growth targets will be set annually by MCMS school leaders and the</i>	CAASPPs NWEA MAPs benchmark assessments EL reclassification rates Student folders	Annually Three times annually Annually	Meet participation rate goals; annual achievement and growth will meet state targets or exceed comparable surrounding schools; EL reclassification will meet/exceed comparable schools and EL progress on CA dashboard will meet/exceed state averages or comparable	-- CAASPP and NWEA participation rate ≥ 95% for each test administration, all grades -- 2022-23 <i>baseline:</i> Difference from Standard (DFS) in ELA and Math will meet or exceed statewide averages (both schoolwide and for each

<p><i>Board in the annual LCAP update.</i></p>			<p>surrounding schools' rates; SWD will demonstrate appropriate progress toward stated goals in their IEPs each year</p>	<p>statistically significant subgroup) -- <i>Annual federal/state growth measure:</i> meet/exceed annual growth target and school-set goals for growth -- EL reclassification and EL progress on the CA Dashboard will both meet/exceed state averages or comparable surrounding schools' rates -- SWD will demonstrate appropriate progress toward stated goals in their IEPs each year</p>
<p>State Priority #5: Maintain a high ADA rate, low chronic absenteeism rate and low middle school dropout rates both schoolwide and for all statistically significant subgroups.</p>	<p>Attendance records, student folders</p>	<p>Daily, Annually</p>	<p>Establish benchmarks in Y1 with growth rates (schoolwide and subgroup) set annually</p>	<p>-- ADA will be at least 95% with specific targets set annually as needed -- Chronic absenteeism <2.5%; specific school wide and subgroup target set annually as needed -- Dropout rate goal of <.5% with specific schoolwide and subgroup</p>

				targets set annually as needed
State Priority #6: Maintain suspension and expulsion rates lower than state or District averages for same grades or lower than similar surrounding schools; achieve parent and student satisfaction regarding safety and school connectedness	Suspension/ expulsion rates Parent and student surveys	Annually Annually	Benchmark rates established Y1; specific schoolwide and subgroup growth targets set annually	Y1 goal of <.5 suspension/ expulsion with specific schoolwide and subgroup targets set annually as needed ; 85% parent and student satisfaction on surveys regarding safety and school connectedness
State Priority #7: All students, including student subgroups, will have access to academic and educational enrichment programs as outlined in school charter	Master bell schedules and class assignments.	Annually	100% of students have access to enrichment classes and programs	100% of student access all years
State Priority #8: All students will engage in comprehensive social-emotional learning and development of MCMS' 21 st century learner outcomes (Knowledge & Thinking, Collaboration, Oral Communication, Written Communication and Agency) as detailed in the charter petition.	School and New Tech Network-designed rubrics for each grade level.	Ongoing, tied to curriculum pacing and grade level goals.	100% of students will develop critical 21 st century learner outcomes	100% of students will demonstrate mastery and annual growth on school-designed rubrics measuring 21 st century learner outcomes.

INSTRUCTIONAL DESIGN

The following provides more description of MCMS' educational philosophies and instructional methodologies. To be clear, instruction at MCMS starts first with the state standards, including the California Common Core State Standards (CA CCSS), Next Generation Science Standards (NGSS) and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement.

The following describes in more detail the methodologies we employ to ensure our students master the content standards:

- Project-Based Learning and Problem-Based Learning
- Social Emotional Learning
- Student-Centered/Personalized Learning
- Integrated Technology/Blended Learning
- Effective Teachers and Staff
- Parent Engagement

PROJECT-AND PROBLEM-BASED LEARNING

At MCMS, students will constantly work to understand the “real world” connection of their learning. Connecting content to the real world helps “foster brain-based, developmentally appropriate learning environment,” which can be achieved via experiences that involve “real life, ‘hands-on,’ thematically based activities that [are] oriented to solving problems.”⁹⁰ Through project-based and problem-based learning opportunities, students will apply their learning to “real world” scenarios in a way that fosters deeper understanding and meaning. By using the context of their own experience, students will develop the motivation and critical skills necessary to exceed in high school, college, and beyond. If what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere.... This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.”⁹¹ According to a report concerned with the rate of high school dropouts,⁹² an *overwhelming 81% of students* said that more real-world learning would have helped them stay in school.

“[PBL] is at the heart of our instructional approach. In PBL, learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts. Students aren’t just assessed on their understanding of academic content, but on their ability to successfully apply that content when solving authentic problems. Through this process, project based learning gives students the opportunity to develop the real life skills required for success in today’s world.”⁹³

Project-and problem-based learning capitalizes on students’ natural curiosities and methods of exploring the world around them, reality, self-awareness and more.⁹⁴ Through hands-on, engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial in today’s global workforce, MCMS students will debate, create, and demonstrate their learning in active ways throughout the day, working both collaboratively and individually. MCMS students will foster cooperation in which each student can make a distinctive contribution as students remain engaged for significant periods of

⁹⁰ Rushton, S. P., Eitelgeorge, J., & Zickafoose, R. (2003). [*Connecting Brian Cambourne's Conditions of Learning Theory to Brain/Mind Principles: Implications for Early Childhood Educators.*] *Early Childhood Education Journal*, 31(1), 11-21.

⁹¹ Darling-Hammond, L., et al (2015). [*Powerful Learning: What We Know About Teaching for Understanding.*] John Wiley & Sons.

⁹² Bridgeland, J. M., Dilulio Jr, J. J., & Morison, K. B. (2006). [*The Silent Epidemic: Perspectives of High School Dropouts.*] Civic Enterprises.

⁹³ Greenville Early College. About New Tech. Accessed on August 28, 2021. <https://www.greenville.k12.sc.us/ec/main.asp?titleid=newtech#:~:text=In%20PBL%2C%20learning%20is%20contextual,questions%20or%20solve%20complex%20problems.&text=New%20Tech%20Network%20schools%20also%20use%20Problem%2Dbased%20learning>

⁹⁴ Freire, P. (1972). [*Pedagogy of the Oppressed.*] (Trans. Myra Bergman Ramos.) New York: Herder.

time as they draft, rework and reflect upon the final product. They also learn organizational skills, how to break down a project into smaller segments and setting a schedule for getting the tasks done. Project-and problem-based learning models the type of work students will carry out after the completion of school in the wider community, substituting intrinsic for extrinsic motivation,⁹⁵ and offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum.⁹⁶ Through project-based learning and interdisciplinary instruction, students will better master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking.⁹⁷

In collaboration with NTN experts, MCMS faculty will collaboratively plan interdisciplinary projects that cross subject lines. In our alternating block schedule, Math and Science will be on the same day, and ELA and History/Social Science will be on the same day, allowing for natural flow between these classes. With 90 minute block periods, students have a longer period of time in which explore a task more deeply, conduct experiments, build models, engage in research, discuss and debate, make mistakes and try again. Students' real world projects, science experiments, and other problem-based activities will require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning. With project- and problem-based instruction, MCMS will transform the learning environment from a system of teacher output and student input to a self-directed learning environment in which teachers are facilitators and students are learners and doers.

NTN embraces the following practices to maximize the success of PBL:

- **Co-Taught, Integrated Curriculum:** When appropriate, New Tech Network teachers work with their colleagues to develop integrated curriculum that blends two or more subjects together into one course (e.g., ELA 10 and World History combine into World Studies). These integrated subjects are also taught collaboratively, with two or more teachers facilitating together in the same classroom as a team. This practice has a number of positive benefits, including the active modeling of collaboration, greater differentiation options for students, and ongoing observational and thought-partner feedback for staff in real time.
- **Structured Scaffolding:** Much of the supporting instruction within a project is based on the premise that students should receive direct support if and when they need it. Students are provided tools to help them identify their learning needs, after which they request workshops to help them address those needs often through some direct instruction provided by a teacher.
- **Embedded Assessment of All Outcomes:** The instructional model for NTN schools is designed to help students develop the knowledge and skills represented in all the NTN outcomes. To fully support that development, intentional scaffolding and assessment of each outcome is embedded throughout the curriculum.
- **Community Connections:** New Tech Network teachers work at building connections to experts and organizations in their community that will bring greater meaning and authenticity to their PBL or PrBL curriculum. Not only does this increase student engagement, but having an external evaluator of student work can also help place the teacher into the role of guide or coach, allowing students to see them as partners who can help them address meaningful tasks.

⁹⁵ Csikszentmihalyi, M., & Csikszentmihaly, M. (1990). [*Flow: The Psychology of Optimal Experience*] (Vol. 1990). New York: Harper & Row.

⁹⁶ Gardner, H. E. (2008). [*Multiple Intelligences: New Horizons in Theory and Practice.*] Basic books.

⁹⁷ Sill, D. J. (1996). [*Integrative Thinking, Synthesis, and Creativity in Interdisciplinary Studies.*] *The Journal of General Education*, 45(2), 129-151.

- **Problem-Based-learning** is often preferentially used in courses like math and foreign language. PrBL utilizes similar inquiry practices as PBL, but on a smaller time scale which allows students to see the content in multiple contexts and with frequent opportunities to model and make sense of the content.⁹⁸

Co-Teaching and Looping: In 6th grade at MCMS, students will have two dual-credentialed or multi-subject credentialed teachers for the core subjects of Math, Science, ELA, and Social Science/History. The two teachers will share approximately 60 students and each teacher teaches two of these core subjects (*i.e.*, Math and Science). These two 6th grade teachers not only share the same students but also work together to plan integrated projects, collaborate, review data and address individual student needs, communicate with parents/guardians, reinforce each other's curriculum and create balance between the scheduling of assessments and due dates. In Year 2, we will add a second cohort of 6th graders that will be team-taught for a total of approximately 112 students in four classes.

Critically, this model of having two core teachers in 6th grade provides a gentle transition for our young 6th graders into middle school, from their experience of one single-classroom teacher in elementary grades. As students make the mental and physical adjustments to get used to a six period day, having just two core teachers eases this transition and provides them with a smaller environment to get to know a new school, new teachers, and new peers.

In 7th and 8th grades, students have four core teachers, one for each core subject (ELA, Math, Science and Social Science/History), and loop with their teachers for two years in mixed-age classrooms for Science and History/Social Science, with both 7th and 8th graders in each class. The curriculum will alternate each year to cover either 7th or 8th grade standards, ensuring that over the two years all students master the state content standards. **Teacher looping**, in which the same teacher stays with students over multiple years, offers the opportunity for both student and teacher to develop strong, meaningful relationships; for families to feel comfortable with the teacher and form partnerships; for efficiency in terms of assessment and planning; for understanding student needs, strengths, and areas for growth; the ability to truly differentiate instruction for all learners based on data; and for effective classroom management due to the strength of relationships built over time.⁹⁹

Research has shown that there are strong advantages for relationship-based learning models.¹⁰⁰ According to Linda Darling-Hammond, a Stanford University education professor and current President of the State Board of Education, “Meaningful relationships and social and emotional learning are a crucial part of teaching the whole child.”¹⁰¹ In the rare circumstance where the “looping” teacher/student relationship is not harmonious and learning outcomes are being affected for the student or class, the teachers will first collaborate with each other to brainstorm about potential ways to create a more effective learning environment for the teacher/student relationship, and to improve the relationship. The

⁹⁸ University of Illinois Urbana-Champaign. [Teaching & Learning: Problem-Based Learning.] Accessed on August 28, 2021. [https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-\(pbl\)#:~:text=Problem%2DBased%20Learning%20\(PBL\)%20is%20a%20teaching%20method%20in,presentation%20of%20facts%20and%20concepts.&text=The%20main%20thread%20connecting%20these,is%20the%20real%20world%20problem](https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-(pbl)#:~:text=Problem%2DBased%20Learning%20(PBL)%20is%20a%20teaching%20method%20in,presentation%20of%20facts%20and%20concepts.&text=The%20main%20thread%20connecting%20these,is%20the%20real%20world%20problem)

⁹⁹ Salvetti, E. (1997). [Looping: Supporting Student Learning Through Long-Term Relationships.] Providence, RI: Northeast Islands Regional Educational LAB at Brown University.

¹⁰⁰ Marzano, R. J. (1992). [A Different Kind of Classroom: Teaching with Dimensions of Learning.] Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314.

¹⁰¹ Edutopia. [The Collaborative Classroom: An Interview with Linda Darling-Hammond.] Accessed on August 28, 2021. <https://www.edutopia.org/video/collaborative-classroom-interview-linda-darling-hammond>.

Head of School will provide guidance and support for the teacher to find alternate means of connecting with the student, the model and goal being that any long-term relationship requires work, negotiation and collaboration. Using a Multi-Tiered System of Supports (MTSS) approach, detailed fully below, the Head of School will establish tiered strategies to provide the appropriate level of intervention needed and ensure the teacher is supported in resolving the situation. The teacher will also be supported by faculty colleagues in devising additional strategies and there will be regular check-ins to assess and monitor progress. If in the rare circumstance, irreconcilable differences are discovered at the Tier 3 level, then when possible, the opportunity to transfer to the other class at that grade level (when available) could be considered, with a final decision on placement made by the Head of School.

SOCIAL-EMOTIONAL LEARNING/CREATING A POSITIVE SCHOOL CULTURE

“Each NTN partner school promotes a culture of trust, respect and responsibility encompassing student and professional culture. Students and teachers alike have ownership over the learning experience and their school environment.”¹⁰² By creating a culture of trust, responsibility, respect for self and respect for others, MCMS will work in collaboration with NTN experts to empower students and staff to develop positive, meaningful relationships. Those relationships often allow for student voice to be heard differently than at other schools. Student survey data will be used to inform school policies and practices – allowing students to have the opportunity to demonstrate trust, responsibility, self-respect and respect for others in their day-to-day activities. NTN’s program of social-emotional learning and school culture development enables students to grow and develop because they are given the opportunities and the freedom to do so – a crucial opportunity for adolescents in particular.

Developing a positive, consistent and comprehensive school culture will be facilitated by maximizing interaction across the campus community. Collaborative student groups, team teaching, fully inclusive classrooms, faculty PLCs, and student-driven clubs are common practices used to build relationships across all groups at NTN schools. Advisory classes (see below) further help to maximize collaboration, providing more direct care for school culture development and individual socio-emotional support. Along with other existing structures on campus, advisory classes help address student needs around college and career awareness, general academic counseling through their ILPs, and preparation for key benchmarks (project exhibitions, etc.). NTN believes that adult culture sets the ceiling for student culture, meaning that staff must also participate in a culture of trust, responsibility, self-respect and respect for others as well. The regular use of norms, shared decision-making practices, and developing ownership over schoolwide policies are key habits that NTN schools put into place to help ensure that their culture is strong.¹⁰³

Like Maslow’s Hierarchy of Needs, the top of the pyramid cannot be reached without first addressing the layers underneath. A clear purpose and mission aimed at the achievement for students is the starting point for implementation of the New Tech Network model. This is followed by the development of an empowering culture built upon strong relationships of trust, respect, and responsibility. From there, campus structures and policies must align with a school’s purpose

¹⁰² New Tech Network. [What are New Tech Network’s Four Design Pillars?] Accessed on August 28, 2021. <https://helpcenter.newtechnetwork.org/hc/en-us/articles/360026751972-What-are-New-Tech-Network-s-Four-Design-Pillars->

¹⁰³ New Tech Network. [The Hierarchy of Change.] Accessed on August 28, 2021. <https://32dkl02ezpk0gcqvqmlx19lk-wpengine.netdna-ssl.com/wp-content/uploads/2020/11/New-Tech-Network-Overview-2.pdf>.

and cultural aims. Finally, instructional practices should be aligned with and supported by the school's purpose, culture, and structures.¹⁰⁴

SEL will not be "side program" at MCMS, but rather will be embedded across the entire school community. This includes school wide practices such as a shared philosophy, shared schoolwide discipline system with consistent practices across the school, strong Advisory program, co-teaching and teacher/curriculum looping, NTN Learning Outcomes (Knowledge and Thinking, Oral Communication, Collaboration, Agency, Written Communication), PBL teaching pedagogy, data-driven practices in an MTSS model with constant reflection by all members of our school community, and most important the building of relationships between caring adults and all students. All of these practices come together to form the heart of what will make SEL at MCMS so unique.

MCMS also will use Second Step curriculum, based on current research in the field of social emotional learning and aligned with CASEL's research and strategies. Second Step engages students in lessons, activities and discussions in four "gold standard" detailed units per grade which include: 1) Mindset and Goals, 2) Recognizing Bullying and Harassment, 3) Thoughts, Emotions, and Decisions, and 4) Managing Relationships and Social Conflict.¹⁰⁵

The units in each of the grades are the same but the lessons within the units change based on curriculum that is developmentally appropriate for students in each grade. For example, for the first Unit on Mindset & Goals, the following summarizes the content for 6th, 7th and 8th grades:

¹⁰⁴ *Ibid.*

¹⁰⁵ Second Step. Accessed on August 28, 2021. <https://www.secondstep.org/>.

Grade 6

Unit 1: Mindsets & Goals

Program Themes: Academic Success, Belonging, Growth Mindset, Helping Others, Planning Ahead, Perspective-Taking, Resilience, Starting Right

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 1A Starting Middle School	Describe challenges they might face as they start middle school and identify resources where they can get help.
Lesson 1B Helping New Students	Use empathy skills to identify ways they can help new students feel welcome and comfortable at school.
Lesson 2 How to Grow Your Brain	Describe what happens in their brains when they try something new and how their brains change with experience and practice.
Lesson 3 Trying New Strategies	Name new strategies they can try when they're having trouble learning something new.
Lesson 4 Making Goals Specific	Write a specific goal.
Lesson 5 Breaking Down Your Goals	Break a big, long-term goal down into smaller, short-term goals.
Lesson 6 Monitoring Your Progress	Set progress markers for their goal, determine when their goal has been achieved, and determine if they need to try a new strategy to reach their goal.
Lesson 7-Performance Task Bringing It All Together	Create an action plan for achieving a goal.

Grade 7

Unit 1: Mindsets & Goals

Program Themes: Academic Success, Belonging, Growth Mindset, Helping Others, Perspective-Taking, Planning Ahead, Resilience, Starting Right

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 1A Starting Middle School	Describe challenges they might face as they start middle school and identify resources where they can get help.
Lesson 1B Helping New Students	Use empathy skills to identify why some students feel nervous when they're starting middle school and ways they can help new students feel welcome and comfortable at school.
Lesson 2 Creating New Pathways in Your Brain	Explain how practicing something difficult helps the brain grow new neural pathways.
Lesson 3 Learning from Mistakes and Failure	Analyze simple and complex scenarios to determine what they can learn from making mistakes.
Lesson 4 Identifying Roadblocks	Distinguish between internal and external roadblocks.
Lesson 5 Overcoming Roadblocks 1	Think of and select appropriate strategies as part of If-Then Plans for overcoming roadblocks.
Lesson 6 Overcoming Roadblocks 2	Create an If-Then Plan to anticipate and get past a roadblock that could prevent them from achieving a goal.
Lesson 7-Performance Task Advice on Roadblocks	Give advice to a sixth-grade student who's trying to learn something new and feels like giving up.

Grade 8

Unit 1: Mindsets & Goals

Program Themes: Academic Success, Belonging, Growth Mindset, Planning Ahead, Relationships, Resilience, Starting Right, Values

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 1 Welcome!	Describe how the Second Step program can help them navigate physical, social, and emotional changes in adolescence.

Lesson 2 Who Am I? My Identity	Name unique and important aspects of their identities.
Lesson 3 My Interests and Strengths	Describe how they used their personal strengths to develop an interest, skill, or ability.
Lesson 4 Harnessing My Strengths	Explain how to use their strengths to get better at something new.
Lesson 5 Pursuing My Interests	Describe ways to make the most of positive factors and decrease the effects of negative factors while pursuing an interest or goal.
Lesson 6 My Future Self	Describe important aspects of their future identities.
Lesson 7-Performance Task My Path Forward	Identify strengths and skills they already have and explain how they can use them to develop their interests.

(Source: <https://cfccdn.blob.core.windows.net/static/pdf/scope-sequence/second-step-ms-scope-sequence-full.pdf>)

All of the units provide opportunities for student discussions and reflections. The lessons can be done in 25 minutes if time is limited or expanded through additional discussions and activities for a longer and more in depth lesson over time. At MCMS, teachers will be given time to collaborate and schedule the lessons to be taught at the same time during Advisory. This will allow the Second Step language and messages to be used by all teachers and students, increasing the impact of the curriculum on our whole school culture.

Advisory: The purpose of the Advisory is to bridge the transition from home to school. It is the place where students and advisors come together as a family, to share, to play, and to develop and enhance the wellbeing of individuals. This is especially important in middle school where many students are uncomfortable with themselves and self-conscious. We believe “play” is an important component of middle grades learning and development. Students at this age need to play. They don't just bond through sharing feelings or learning social emotional terminology. They bond through play, laughing together and having fun together. Our social-emotional learning curriculum is intentionally fun, engaging and playful, ensuring students benefit from the intended effects rather than seeing it as another lesson or class. Resources such as Second Step provide fun, game-like challenges for students that help develop student bonds and self-knowledge.¹⁰⁶

In 6th grade, students have their Advisor for one year; and in 7th/8th grade, the Advisory group “loops” with the Advisor for two years. The Advisor provides leadership and acts as guardian of the class. This gives the class continuity and builds a relationship between student and teacher that facilitates trust, understanding, and ethical reasoning as well as the learning process.¹⁰⁷ The students’ Advisory teacher is also one of the students’ teachers in Math, Language Arts, Social Studies, Science, Physical Education, or an elective. This allows students and teachers to get to know each other well and develop a strong bond.

¹⁰⁶ Second Step. [Second Step Middle School Advisory Guide.] Accessed on August 28, 2021. <https://cfccdn.blob.core.windows.net/static/pdf/middle-school/second-step-middle-school-advisory-guide.pdf>.

¹⁰⁷ Bulau, R. J. (2007). *Looping and Its Impact on Student Connectedness*. (Doctoral dissertation, Walden University).

During Advisory, teachers engage in SEL curriculum from Second Step and NTN, as well as frequent “life skills” lessons on practicalities of college and adult life.

This will include topics such as peer and psychosocial and issues, life skills, health and wellness, test taking and study skills, and college readiness/awareness. Management strategies will focus on proactive, rather than reactive strategies, and teach students to evaluate their own behaviors and make responsible decisions. Students will learn how to assess and care for their own emotional well-being and stress through a variety of lessons and exercises geared towards their personal growth, including mindfulness exercises. Using the ILP as a guide, Advisory will include monthly one-on-one check-ins between the student and his/her Advisor, on both academic progress and peer/family issues. Students will focus on cultivating traits like self-discipline, courage, and perseverance as they aim to meet high expectations, learn about themselves and the demands of high school, college, and beyond. Finally, Advisory is also a brief period each day to touch base, discuss important issues in the school, or simply to have fun with one’s school family.

Field Trips: Pending funding availability, MCMS will have a three-year cycle of whole school, community building field trips where students get to experience a variety of team building activities, games and “fun” social-emotional learning.¹⁰⁸ Each of these field trips is designed to mix students across grades and gender so that they can meet and make connections with students from around the school, though students are predominantly grouped in their advisories. Each of these field trips occur in the Spring and we plan for the trip all year. Examples of these types of field trips are as follows:

- Year One- Environmental education with overnight component
- Year Two-Team-building “Scavenger Hunt” type activity in urban environment
- Year Three- Outdoor education with longer overnight component

During field trips, assemblies, field days, and fire drills students will participate with their Advisories. This helps create a strong advisory culture and ultimately a strong school culture.

Sixth Grade Orientation: Sixth grade is a unique transitional year, with students coming together from a multitude of elementary schools. During the first three days of school, sixth graders (and in Y1 all grades) will stay with their Advisory classes to explore their new surroundings, meet others, take assessments about they learn and their strengths and challenges, play bonding and “get to know you” games, and begin the important step of forming new relationships with peers, teachers, and staff. We intentionally focus first on students’ social-emotional needs during this transitional period, helping lay a solid foundation for their years at MCMS. We strategically introduce MCMS’ core values and goals for students, the grading system, discipline system, learning platforms such as Google, Aeries and Echo, and personal organizational strategies.

Each year for our new 6th graders -- we will introduce procedures and build routines that lead to the first of three integrated projects of the students’ 6th grade year -- *Are You Who You Say You Are?* This project develops students’ self-awareness as they explore who they are by using scientific data from the following measures: Myers-Briggs Type Indicator, Gardner’s Multiple Intelligence Assessment, Dweck’s Growth &

¹⁰⁸ Pending funds availability, the full roll-out of these experiential learning field trips may be postponed until the school reaches fuller capacity.

Fixed Mindset, and Duckworth's Grit Scale Test.¹⁰⁹ Students will learn how they best learn, and set personal goals for their own growth and development in their initial Individual Learning Plans (see below for more details about ILPs). Students also will give a presentation to their parents at Back to School Night regarding what they have learned about themselves from these assessments. The understanding of these assessment results will lay the foundation for classroom management, projects, collaboration, communication, teamwork, and interpersonal relationships throughout their middle school experience. The results, included in ILPs, are reviewed and referred to numerous times throughout their entire middle school journey, including formal monthly one-on-one check-ins with Advisors.

An additional unique aspect of 6th grade is the gently planned transition through the three trimesters. Trimester one will be a time for learning and reflecting on mistakes made. In trimester two, there will be increased expectations around accountability and students taking personal responsibility for their actions and mistakes. Finally, in trimester three there will be increased focus on ownership of mistakes, with particular emphasis on developing and reinforcing the ability to learn from a mistake and move forward. This results in students who are confident; who have self-confidence in their own work; who take intellectual risks; and who become increasingly less dependent on adults for their success.

Throughout their years at MCMS, students will be given the opportunity to make their own choices about learning. Having these opportunities allows students to see that their choices and actions have consequences as they develop a sense of agency. Ultimately, they learn that they are in charge of their successes and failures, and that with effort and determination they can grow both personally and academically. Students develop their voice over three years so they will be able to advocate for themselves in high school, college and beyond. One of the ways this is developed is through the adults in the school modeling a willingness to listen so students can practice developing their voice. Conferences and meetings (when appropriate) will be student-centered, including Advisor's monthly one-on-one meetings with their students to review ILP goal achieving progress, MTSS/SSPT meetings with students, and other sessions. While the Head of School, Counselor or the student's Advisor will lead the meeting, the focus is on the student as they can learn to develop a strong sense of self, while the adults help coach them. If a student is struggling with a teacher, they can ask for a conference that can be led by another teacher. This allows both teacher and student to "have a clearing" in a safe way, but more importantly the students begin to develop their own voice because they feel heard by the adults in their lives.

Finally, teachers and all staff will be expected to "walk the talk" to model communications. This can be demanding on staff when at times it is easier to make a decision without student input, but that does not support student growth. Students will have input on rules, dress code, activities and other components of school life to assert choices for themselves in a healthy way. All throughout the MCMS culture, students will have an opportunity to develop voice and choice.

Student-Led Conferences: Students at MCMS will prepare, practice and ultimately run their own Student-Led Conference (SLC) with parents and teachers twice each year at the end of the first two trimesters. Throughout the year, students will compile **portfolios** of their work that they believe are representative of their accomplishments and progress. The portfolio work product will represent a sample of students' accomplishments, academic progress, interests, and reflections over the school year. Teachers will guide students in rubrics for portfolio assessments at the of each trimester: in addition to content, portfolio

¹⁰⁹ In Year 1, *all* students in all grades will participate in these assessments and have conversations with their Advisors about their learning habits, strengths and challenges and other data gleaned from these helpful self-assessment tools.

assessments will allow for the assessment of more complex learning skills such as critical thinking, problem solving, communication, and agency, in alignment with the rubric for that course. Portfolio review will also allow a teacher to understand the student's growth over time versus their performance on a given day. MCMS will use an online student portfolio for organizing and archiving student achievements from each grade; this will allow students to reflect on their own growth over time as they see how far they have come from early 6th grade to the end of 8th grade.

Before each SLC, Advisors will guide students in reflecting on their learning successes, challenges, and goals as noted in their ILPs, creating new goals moving forward in their ILPs, and preparing to lead their family member(s) and teacher through that work. Class instruction will allow preparation time for student-led conferences, so students are ready for the conference and derive meaningful learning from the experience.

At SLCs, parent/guardians will meet with the Advisor and student and the student will lead a review of his/her progress using a proscribed format. The student will review a self-reflection of their own learning and achievement of goals detailed in their ILP over the trimester, sharing and discussing test scores, samples of projects and schoolwork and demonstrating areas in which they have achieved success. They also will discuss areas they have identified in their ILP for improvement and their new goals going forward. At these meetings, home and school strategies will be discussed so that the student has the best chance of continuously improving his/her performance.

STUDENT-CENTERED/PERSONALIZED LEARNING

Jean Piaget famously defined different stages of cognitive development and described how children “construct” meaning (what we today call “constructivist” theory or “constructivism”) and the mental models, or schemas, they use to “make sense of things.”¹¹⁰ In a student-centered approach like we will employ at MCMS, a single classroom inevitably will have students at myriad levels with varying needs. Thus through a personalized learning approach, learning will be differentiated to ensure that the student who is reading below grade level, the English Learner, the gifted student and the student who needs more processing time each are given equal access to the curriculum and the opportunity to demonstrate their mastery of the content. The student-centered focus at MCMS will include individualization based on the needs of each child, and active student participation in the process of learning and mastery of learning objectives, such as developing, in each child, a strong sense of agency in the learning process.¹¹¹

As John Dewey wrote decades ago, “Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally.”¹¹² Students’ time outside the classroom impacts the knowledge base they bring to the school setting. From an academic perspective, students enter school with “preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information.”¹¹³ At MCMS, each child’s learning journey will start from

¹¹⁰ verywellmind. [The 4 Stages of Cognitive Development: Background and Key Concepts of Piaget’s Theory.] Accessed on August 28, 2021. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>. Christensen, C. M., Horn, M. B., & Johnson, C. W. (2011). [Disrupting class: How disruptive innovation will change the way the world learns.] (Vol. 1). New York: McGraw-Hill.

¹¹¹ [New Foundations. The Educational Theory of Johann Heinrich Pestalozzi.] Accessed on August 28, 2021. <http://www.newfoundations.com/GALLERY/Pestalozzi.html>

¹¹² Dewey, J. (1997). [Experience and Education] [1938]. New York: First Touchstone Edition, 64-67.

¹¹³ Bransford, J., Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). [How People Learn: Brain, Mind, Experience, and School.] National Academies Press. Banks, J. A. (2007). [Diversity and citizenship education: Global perspectives.] Jossey-Bass, An Imprint of Wiley. 10475 Crosspoint Blvd, Indianapolis, IN 46256.

the individual, including the learner’s existing knowledge, socio-economic background and cultural heritage. We believe that enduring understanding occurs when content instruction includes cultural learning as well.¹¹⁴ In ELA, for example, teachers will select texts that reflect a range of cultural backgrounds. Through exposure to varied cultural influences, students will have a greater likelihood of connecting with the text and constructing knowledge. We seek to engage students’ natural curiosities, integrate subjects in practical and meaningful ways, and help students define their own inquiries.¹¹⁵

Culturally Responsive Teaching: A cornerstone of Culturally Responsive Teaching (CRT) is that, rather than viewing cultural experiences and knowledge as barriers to learning, teaching values and builds upon students’ foundations of cultural knowledge and experience to support their learning and achievement at school.¹¹⁶ According to Hammond, CRT “leverages the brain’s memory systems and information processing structures” through attuning teaching to students’ familiar cultural learning styles and tools, and through building relationships of trust and care that enable teachers to challenge students and hold high expectations.¹¹⁷ Cultural ways of learning and knowing, such as the use of music, metaphor, or recitation, are embedded directly within learning tasks, and teachers continually seek out and integrate cultural knowledge and information into the curriculum and learning tasks to best support and understand students. Importantly, researchers link CRT to the development of intrinsic motivation for learning, showing that CRT creates a learning environment that encourages participation and persistence through valuing students’ cultural experiences and interests.¹¹⁸

CRT begins from the premise that culture is central to learning, recognizing that cultural ways of knowing and doing are embedded in individuals’ processes for thinking, understanding, and communicating.¹¹⁹ Thus, CRT guides teachers to learn about students, understand cultural practices and beliefs that may be different than their own, and work to help students draw upon the knowledge and experiences they bring to school as they seek to make sense of and master school-based content.

At MCMS, teachers will draw upon the framing principles and goals of CRT to guide the design of thematic units of study and PBL projects and activities. Through structured professional development during the summer before the school opens and throughout the school year and extensive collaborative planning time built into the weekly bell schedule, teachers will learn best practices from the New Tech Network and others as they collaboratively design PBL. In designing thematic curricula and units of study, teachers will attend to the three criteria outlined by Ladson-Billings:

- Academic success – students must be held to high expectations for learning and provided with the tools needed to master content and competencies.
- Cultural competence – teachers must help students build upon their prior knowledge and cultural experiences, and thus must learn about students’ lives, backgrounds, and beliefs.

Banks, J (2007) Diversity and Citizenship Education: Global Perspectives. San Francisco, CA: Jossey Bass.

¹¹⁴ Hurley, J. (2000). [*The Foundations of Dual Language Instruction.*]

¹¹⁵Freire, P. (1972). [*Pedagogy of the Oppressed.*] (Trans. Myra Bergman Ramos.) New York: Herder.

¹¹⁶ Aceves, T. C., & Orosco, M. J. (2014). [*Culturally Responsive Teaching.*] (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

¹¹⁷ Hammond, Z. (2014). [*Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.*] Corwin Press.

¹¹⁸ Wlodkowski, R. J., & Ginsberg, M. B. (1995). [*Diversity & Motivation: Culturally Responsive Teaching.*] Jossey-Bass Higher and Adult Education Series. Jossey-Bass Education Series, Jossey-Bass Social and Behavioral Science Series. Jossey-Bass Inc., 350 Sansome St., San Francisco, CA 94104.

¹¹⁹ Gay, G. (2018). [*Culturally Responsive Teaching: Theory, Research, and Practice.*] Teachers College Press.

- Critical consciousness – students must develop an awareness of social inequities and develop a broader social conscious to support their development as citizens able to critique society and work towards a more socially just world.¹²⁰

Individual Learning Plans: Each student at MCMS will have an Individualized Learning Plan (ILP) formed in a collaboration between the student, his/her parents or guardians, and the student’s Advisor at the start of each school year (for 6th graders, after they complete their initial assessments detailed above). The ILP will serve as a sort of road map for review with between the Advisor and student during brief one-on-one check-ins at least once every month, and more formally with parents/guardians, the student and Advisor during student-led conferences twice annually. Advisors will have access to teachers’ online grade books to keep apprised of ongoing progress in each course, as well as behavior and attendance data. A student’s ILP will include: information gleaned from initial 6th grade assessments including Myers-Briggs Type Indicator, Gardner’s Multiple Intelligence Assessment, Dweck’s Growth & Fixed Mindset, and Duckworth’s Grit Scale Test (information about how the student best learns, strengths and challenges);¹²¹ standardized and benchmark test data such as NWEA MAPs, Interim Assessment Blocks (IABs), CAASPPs; grades; attendance/tardies; long-term goals (college/career interests); trimester goals (course grades, benchmark test growth); short-term goals (grades on upcoming tests, papers or quizzes; completion of tasks in longer-term projects; behavior and attendance goals); self-reflections and positive feedback from teachers, the Counselor and other applicable staff.

Backwards Planning/Understanding by Design: Backwards planning instructs teachers to "begin with the end in mind" in lesson-planning, requiring a standards-based system that gives direction to academic programs and is designed to ensure proficiency for students. Our instruction will begin with an understanding of the essential skills, goals and objectives we are trying to achieve, based on the California Common Core State Standards (CA CCSS), including the Next Generation Science Standards (NGSS) and other core and non-core area content standards (collectively, CA CCSS), and our desired learner outcomes, and go backwards to devise the lessons and assessments that will achieve success. Measurements for success will be derived with the same model. As discussed in Wiggins & McTighe’s *Understanding by Design*, teachers will “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences.”¹²² The assessment of MCMS student progress will be based on multiple measurement tools that capture the many facets of a learner. Students will be aware of the assessment criteria so they can track their own progress and become motivated by their own success over time.

The process follows the backwards planning/Understanding by Design model of instructional planning work and framework¹²³ is widely accepted and used throughout the U.S, as an effective methodical way to break down instructional planning.

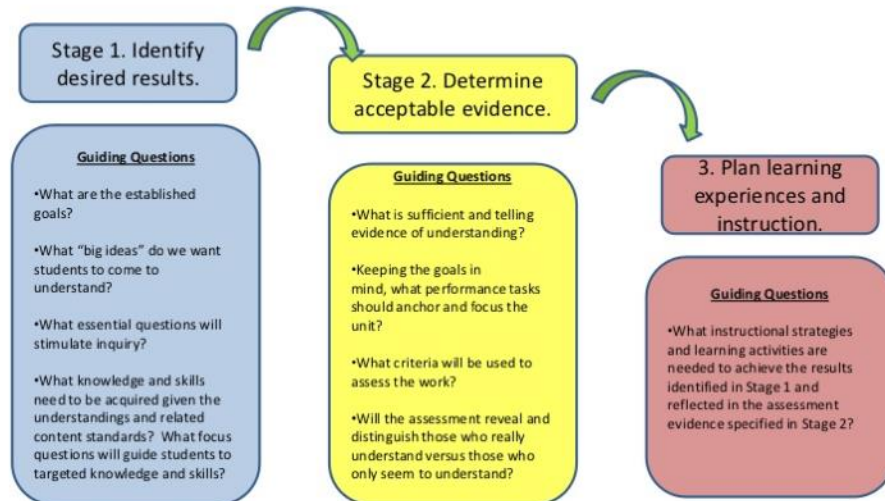
¹²⁰ Ladson-Billings, G. (1995). [*Toward a Theory of Culturally Relevant Pedagogy.*] American Educational Research Journal, 32(3), 465-491.

¹²¹ In year 1, all students in all grades will take these assessments; in future years, as new 7th or 8th graders enroll they similarly will participate in these assessments to help align them with the ILP process and conversations with their Advisors.

¹²² Wiggins, G., & McTighe, J. (2005). [*Understanding by Design.*] Alexandria, VA: Association for Supervision and Curriculum Development ASCD.

¹²³ *Ibid.*

UbD: Stages of Backward Design



To ensure continuity as students' progress through their courses and grades, all MCMS assessments will be standards-aligned using the same protocol.

Universal Design for Learning (UDL): MCMS also will employ the Universal Design for Learning (UDL) framework to improve and optimize teaching and learning for all students, based on scientific insights into how humans learn. UDL intersects well with our approach to education and teachers' collaboration in determining effective strategies for best engaging students in their learning. Students will be provided with multiple means of representation (such as a strong use of visual supports to accompany verbal instruction), multiple means of expression (various ways to express knowledge), and multiple means of engagement (which includes helping students to find personal connections with academic content, and actively engage in the learning process).

UDL Guidelines: Theory & Practice Version



Provide Multiple Means of Engagement
Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge

- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Teachers will be trained in a variety of instructional practices, based in the understanding that all students have strengths and affinities, and teachers differentiate methods that maximize opportunities for success. By providing students with multiple means of engagement, representation, and action/expression, students who have not previously achieved success in a more “one size-fits all” model of instruction are given more flexibility and freedom to demonstrate their learning and achieve success. As students learn *how* they learn best themselves, this can have a profound impact on the student’s self-esteem and confidence in their ability to learn, and *enable them to become self-motivated, confident, and lifelong learners.*

MARZANO’S CLASSROOM INSTRUCTION THAT WORKS: EVERY TEACHER AT MCMS WILL WORK TO ENSURE THAT ALL STUDENTS ARE ABLE TO ACCESS THE CURRICULUM AND DEMONSTRATE THEIR LEARNING VIA MULTIPLE METHODS OF INSTRUCTION AND ASSESSMENT. TEACHERS WILL UTILIZE RESOURCES SUCH AS MARZANO’S *CLASSROOM INSTRUCTION THAT WORKS* (WHICH EVERY TEACHER WILL BE ASKED TO READ), WHICH SUMMARIZES TEACHING PRACTICES AND STRATEGIES THAT “HAVE A HIGH PROBABILITY OF ENHANCING STUDENT ACHIEVEMENT FOR ALL STUDENTS IN ALL SUBJECT AREAS AT ALL GRADE LEVELS.”¹²⁴ THROUGH ONGOING PROFESSIONAL DEVELOPMENT OUR TEACHERS WILL BE CHALLENGED TO EXAMINE THE THREE ELEMENTS OF EFFECTIVE PEDAGOGY: INSTRUCTIONAL STRATEGIES, MANAGEMENT TECHNIQUES, AND CURRICULUM DESIGN.

Marzano’s acclaimed “essential nine” instructional strategies are research-based methods that yield a positive effect on student learning, including:¹²⁵

1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:

- Use Venn diagrams or charts to compare and classify items.
- Engage students in comparing, classifying, and creating metaphors and analogies.

2. Summarizing and Note Taking

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Applications:

- Provide a set of rules for creating a summary.
- When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.

¹²⁴ Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). [*Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.*] ASCD.

¹²⁵ *Ibid.*

Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.

Applications:

- Use teacher-prepared notes.
- Stick to a consistent format for notes, although students can refine the notes as necessary.

3. Reinforcing Effort and Providing Recognition

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Applications:

- Share stories about people who succeeded by not giving up.
- Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.

According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.

Applications:

- Find ways to personalize recognition. Give awards for individual accomplishments.
- “Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

4. Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

- Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.
- Tell students if homework is for practice or preparation for upcoming units.
- Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- Assign timed quizzes for homework and have students report on their speed and accuracy.
- Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

- Incorporate words and images using symbols to represent relationships.
- Use physical models and physical movement to represent information.

6. Cooperative Learning

Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach.

Applications:

- When grouping students, consider a variety of criteria, such as common experiences or interests.
- Vary group sizes and objectives.
- Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.

7. Setting Objectives and Providing Feedback

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

Applications:

- Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.
- Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Applications:

- Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
- Keep feedback timely and specific.
- Encourage students to lead feedback sessions.

8. Generating and Testing Hypotheses

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

Applications:

- Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
- Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advance Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

- Pause briefly after asking a question. Doing so will increase the depth of your students' answers.

- Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.¹²⁶

MCMS’ teachers will receive focused professional development on each of these teaching strategies and coaching on the best usage of the different strategies in different contexts. Teacher Professional Learning Communities will collaborate together to plan curriculum implementation and strategize interventions for students in need of additional supports. Teachers will use data from formative and summative assessments (collaboratively reviewed during common planning time and teacher professional development sessions) to determine which strategies are most effective for which students, and will expose them to a mix of strategies to develop their strengths in other areas.

High Expectations: Educators and students at MCMS will hold themselves and each other to high expectations. Research demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards.¹²⁷ In *Mind in Society: The Development of Higher Psychological Processes*, psychologist Lev Vygotsky states that the key to a learning experience within a student’s zone of proximal development is “problem-solving under adult guidance or in collaboration with more capable peers.”¹²⁸ Our environment will develop student and staff confidence that promotes positive attitudes and behaviors and motivates students to tackle challenging learning activities. Research on successful programs for youth at risk of academic failure has demonstrated that high expectations – with concomitant support – is a critical factor in decreasing the number of students who drop out of school and in increasing the number of youth who go on to college.¹²⁹ Teachers will maintain high expectations of their students as they find new and creative ways to help students master the content and skills detailed in their ILPs. Scaffolded and differentiated learning will enable all MCMS students to achieve academic growth. If a student continues to struggle, the advisor will help develop a specific intervention plan for the student through our Multi-Tiered System of Supports (see below).

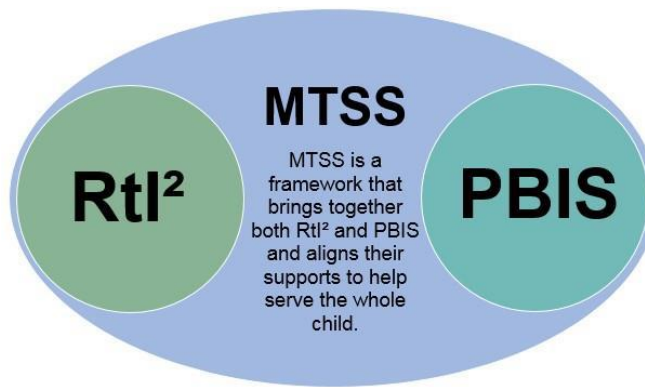
Multi-Tiered System of Support: MCMS will implement a Multi-Tiered System of Support (MTSS), similar to Response to Intervention (RTI) but more broadly inclusive of Positive Behavior and Instructional Support (PBIS), and other social-emotional supports and strategies for the whole child. (See diagram below from the California Department of Education (CDE).)

¹²⁶ Varlas, L., *Getting Acquainted with the Essential Nine* [ascd.org/publications/curriculum-update/winter2002/Getting-Acquainted-with-the-Essential-Nine.aspx](https://www.ascd.org/publications/curriculum-update/winter2002/Getting-Acquainted-with-the-Essential-Nine.aspx) (Adapted from *Classroom Instruction That Works* by R. J. Marzano, D. J. Pickering, and J. E. Pollock, 2001), Alexandria, VA: ASCD.

¹²⁷ See, e.g., Kaplan, L.S. and Owings, W.A. (2013.) *Culture Re-Boot: Reinvigorating School Culture to Improve Student Outcomes*, https://www.sagepub.com/sites/default/files/upm-binaries/55136_Kaplan_Excerpt.pdf; Education Hub, HIGH IMPACT TEACHING / OVERVIEW How to develop high expectations teaching, <https://theeducationhub.org.nz/wp-content/uploads/2018/06/How-to-develop-high-expectations-teaching.pdf>

¹²⁸ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press, p. 86.

¹²⁹ The Best Schools. [*The Secret to Education Excellence: High Expectations.*] Accessed on August 28, 2021. <https://thebestschools.org/magazine/high-expectations-educations-silver-bullet/>



<https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp>

CDE describes MTSS as addressing the needs of all children in an integrated, comprehensive framework that focuses on CA CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.¹³⁰ Our model is directly aligned with the intention of MTSS to quickly identify student needs – whether these needs are academic, behavioral, emotional, or something else – and provide appropriate supports, such as additional practice, re-teach, one-on-one tutoring or small group work. (Details about our MTSS tiers and specific interventions and supports are included below in the section on Supporting Students with Special Needs.)

A 45-minute **Learning Lab** is built into the schedule four days weekly for personalized intervention and support, crucial for student success at all grade levels. This allocated time in the schedule for all students will enable provision of services such as designated ELD (30-45 minute mini-classes based on student needs) and IEP services avoiding the need to “pull out” students from other core learning, as much as feasible, with time intentionally built into the schedule for *all* students to have personalized practice, support and intervention, and an opportunity for advanced learning for accelerated learners. All teachers and instructional aides will provide targeted tutoring, small group instruction, online targeted skills practice/intervention and additional supports.

INTEGRATED TECHNOLOGY/BLENDED LEARNING

Technology will be another important instructional tool used in the classroom on a regular basis. With technology evolving at such a rapid pace, students will need to be proficient in its various functions in order to successfully navigate the future and better serve the needs of 21st century work, communications, learning, and life. Data from a student engagement survey revealed that students were most engaged in learning activities that include discussion/debate, group projects, *lessons involving technology* and student presentations.¹³¹ MCMS students will learn to use technology to learn new concepts, make presentations, and illustrate their thoughts to a variety of different audiences, *i.e.*, peers, teachers and staff, and the local community. Technology will also be utilized to differentiate lesson plans and pacing guides aimed to help each learner meet his/her own unique needs. The infusion of technology throughout MCMS’ instructional program will help students master critical 21st century skills while further bolstering engagement in learning.

¹³⁰ California Department of Education. [Definition of MTSS.] Accessed on August 28, 2021. <https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp>.

¹³¹ Yazzie-Mintz, E. (2010). [Leading for Engagement.] Head of School Leadership, 10(7), 54-58.

Our budget includes a 1:1 computer (Chromebook) ratio for each student starting in Year 1. MCMS will train teachers on effective implementation of technology into the classroom to support the instructional program, and train students to become literate in computer skills and technology in order to build the 21st century skills necessary to succeed in post-secondary school and beyond. Online programs such as Achieve 3000, Edgenuity (formerly Compass Learning), Brain Pop! and Khan Academy will provide crucial supplemental support to our primary texts in core subjects, offering online adaptive practice in ELA, Math, Science and Social Science content that is standards-aligned and engaging for students. Many of these programs allow teachers to see exactly which content strands students have mastered and where they need additional help, enabling teacher to re-teach, assign additional practice problems, or find new strategies to ensure the student masters the content.

NTN's Echo is a Learning Management Platform that encompasses student projects and assessment, robust teacher communities, professional development, parent involvement, NTN-provided resources, and more. Echo was designed for project-based learning and the NTN learner outcomes, encompassing effective teaching and feedback cycles aligned to the NTN model. Teachers can build formative assessments into projects, allowing students to skip assignments if they have mastered the content. The simple-to-use platform makes grading efficient. Echo also serves as a hub for adult learning, providing a robust library of ready-to-use projects and tools, and also connecting teachers with their peers, not only in their school, but across the Network.

Online assessment systems, such as NWEA MAPs for benchmark testing, help teachers and students set concrete goals for learning (incorporated into their ILPs) and track their progress over time: MCMS will administer MAPs the first weeks of school and again mid-year and end-of-year to track progress. Additional online assessment tools such as the state's Interim Assessment Blocks (IABs) will be administered; these are designed to resemble the type of testing students will encounter during their annual state CAASPP tests in grades 6-8. Through these practice online assessments, students will become familiar with the functions and tools that are found on state tests, such as drag and drop, brief writes, embedded calculators, audio clips, and graphing. Students will take these assessments through the online platforms that allow for quick feedback and results. As noted above, teachers may adopt a variety of online, interactive curricular programs to facilitate additional differentiation, practice and skills development, particularly for students in need such as ELs. Programs such as Duolingo and others may be implemented, based on student needs.

Other ways that technology will be incorporated into the classroom are through the use of computers to conduct research online, create projects through programs such as PowerPoint and write essays using programs such as Word and GoogleDocs.

DATA-DRIVEN DIFFERENTIATION AND SUPPORT: As Schmoker so simply states, "What gets measured gets done."¹³² MCMS will provide continuous collection and application of data for students, parents, teachers, administrators and the Board. Robert Marzano's Classroom Assessment and Grading That Work concludes that a performance-based formative classroom assessment is the most powerful tool in improving student academic achievement.¹³³ Marzano delineates the importance of content standards and the need of 1) "unpacking" the benchmarks within the standards, 2) Identifying the dimensions that are essential for students to learn, and 3) organizing these dimensions into actual skills/projects/competencies that can be assessed authentically.¹³⁴ MCMS will follow Marzano's guidelines and ensure assessments measure learning over time and include clear and specific classroom assessments that encourage authentic learning.

As research has confirmed, data-driven instruction increases student performance.¹³⁵ During summer PD and additional PD days during the school year, teachers will be trained to use the NWEA and textbook/online curricular assessment tools to engage in data analysis of the performance of their whole class, subgroups, and individual students. Teachers will be able to access their students' performance on content strands through the online system and disaggregate data according to subgroup. Benchmark data will be analyzed school-wide three times during pupil-free teacher PD/collaboration days following MAPs administration; advisors will review this data with students and set specific goals in their ILPs for the next test administration. Additional sources of data will include teacher gradebooks. Students and teachers will assess student progress on learning targets (determined during backwards-planned lesson planning) on a daily and weekly basis to track progress and determine next steps for students to obtain mastery; advisors will monitor progress with students across all subjects in their ILPs. Instructional decisions will be made based on that data.

EXTENDED LEARNING TIME IN A BLOCK SCHEDULE: All students will have sufficient time in school to learn successfully with 180 days of instruction and daily instructional learning time will be from 8:50-3:34 PM, with early release on Wednesdays for teacher professional development. An alternating block schedule will be utilized in order to provide in depth learning. During block scheduling, teachers see fewer students during the day, allowing for more individualized instruction; longer cooperative learning activities and project-based learning can be completed in one class period; students have more time for reflection and less information to process each school day; and larger blocks of time allow for more flexibility, productivity, and more varied and interactive teaching methods.¹³⁶ Block scheduling benefits can include more effective use of school time; decreased class size and the ability to use more process-oriented strategies.¹³⁷ Schools who used block scheduling had students who completed more course credits, had equal or better mastery and retention of material, and a reduction in suspension and dropout rates.¹³⁸

The longer blocks provide time for an in-depth mastery of all subject matter. It allows time for the teacher to dive deeper into the lesson and it provides needed time for all students to understand the curriculum. For example, in English classes, teachers can have class discussions, review/applications of concepts

¹³² Schmoker, M. J. (1999). [*Results: The Key to Continuous School Improvement.*] ASCD.

¹³³ Marzano, R. J. (2006). [*Classroom Assessment & Grading That Work.*] ASCD.

¹³⁴ *Ibid.*

¹³⁵ Kaufman, T. E., Graham, C. R., Picciano, A. G., Popham, J. A., & Wiley, D. (2014). [*Data-Driven Decision Making in the K-12 Classroom.*] In Handbook of Research on Educational Communications and Technology (pp. 337-346). Springer, New York, NY.

¹³⁶ Williams Jr, C. (2011). [*The Impact of Block Scheduling on Student Achievement, Attendance, and Discipline at the High School Level.*]

¹³⁷ Sturgis, J. D. (1995). [*Flexibility Enhances Student Achievement.*] NASSP AP Special: The Newsletter for Assistant Head of Schools, 10(4), 1-2.

¹³⁸ Irmsher, K. (1996). [*Block Scheduling.*] ERIC Digest, Number 104.

through discrete activities, assessments and presentations. Periods are grouped so that Math and Science occur on the same day, as do ELA and Social Sciences. This offers an opportunity for interdisciplinary units and PBL to flow from one class to the next, allowing students to focus their thinking and conceptual understanding on two related academic disciplines.

EFFECTIVE TEACHERS AND STAFF

Of course, curriculum selection and instructional model are meaningless without effective teachers to implement our program. Our program is grounded in the following key principles of learning that have emerged from extensive research on effective teaching:

- Effective teachers create ambitious and meaningful tasks that reflect how knowledge is used in the field.
- Effective teachers engage students in active learning, so that they apply and test what they know.
- Effective teachers draw connections to students' prior knowledge and experiences.
- Effective teachers diagnose student understanding in order to scaffold the learning process step by step.
- Effective teachers assess student learning continuously and adapt teaching to student needs.
- Effective teachers provide clear standards and constant feedback.
- Effective teachers encourage strategic and meta-cognitive thinking so that students learn to evaluate and guide their own learning.¹³⁹

Darling-Hammond states "the single most important determinant of student achievement is the expertise and qualifications of teachers."¹⁴⁰ MCMS will ensure our teachers have ample time and resources to engage in professional development and collaborative planning time to expand their own teachings and learn "best practices" with their peers within and across grade levels. MCMS will provide a complete program of staff development that includes a comprehensive professional development (PD) program, purposeful teacher evaluations that incorporate a myriad of reflection points, and continuous support and mentoring for all.

PD and collaborative planning time will be extensive at MCMS, with at least ten full days in the first year summer, three non-pupil PD days spread across the school year after benchmark assessments and a fourth at the end of the school year to debrief and plan for the upcoming year, and two hours every Wednesday following "early release" of students. (See section on Professional Development later in Element I for more details on the program.) All PD will be driven by data that is regularly gathered from student results on testing (gradebook, benchmarks, online assessments), leadership observations of teachers (formal observations and walkthroughs), and teacher surveys. School leaders will use the results to determine the focus of the upcoming PD; when a new strategy is introduced in classrooms, teachers will analyze student test results and student work samples in the upcoming PDs to determine continued next steps. Teachers will be trained in analyzing student data during summer PD when they create learning targets and assessments aligned to those learning targets. Teachers will be taught how to determine levels of understanding on learning targets through the use of rubrics that help teachers identify content and skills needed by students to show mastery.

¹³⁹ Darling-Hammond, L. (2008). [*Teacher Learning That Supports Student Learning.*] Teaching for intelligence, 2(1), 91-100.

¹⁴⁰ Darling-Hammond, L. (1997). [*Doing What Matters Most: Investing in Quality Teaching.*] National Commission on Teaching & America's Future, Kutztown Distribution Center, 15076 Kutztown Road, PO Box 326, Kutztown, PA 19530-0326.

Our partners at NTN will provide focused PD on developing PBL and SEL lessons, provide coaching to our teachers and school leader, and provide extensive resources based on their decades of experience. Where feasible, we will explore collaborations with Napa Junction Elementary School and New Tech High School in Napa, both NTN model demonstration sites, to learn from their experience, customize programs to our community's needs, and, if possible, engage in some vertical coordination between the grades across a full K-12 span.

Teachers, meeting frequently in Professional Learning Communities (PLCs), will review individual, sub-group, whole class and whole school student achievement data to inform their teaching and ensure they are meeting specific needs of individual students. MCMS teachers will be encouraged to continuously learn themselves as they seek to ensure that each and every MCMS student is pursuing mastery of standards-aligned materials. Grade level PLCs will meet weekly during common planning time to discuss individual students, review data and collaboratively plan PBL and other curriculum and assessments.

MCMS will ensure all teachers are high quality and mission driven as a result of our rigorous hiring process. MCMS will recruit and hire middle school level teachers who understand adolescents, the theory and practice of middle and higher-level education, the curriculum they teach, and effective learning and assessment strategies. MCMS teachers will undergo specific teacher preparation before entering the classroom and continuous PD as they pursue their careers. (See Section on Teacher Recruitment and PD, below.)

ENGAGED PARENTS

When the U.S. Department of Education focused their research on 4th grade reading comprehension, researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parent involvement and students without.¹⁴¹ Additionally, small schools are more likely to encourage parental involvement.¹⁴² MCMS will seek to establish strong home-school connections and an engaged family community through the following strategies:

- The Head of School (and, starting in Y2, the Parent Liaison) will collaborate with teachers and counseling staff to engage parents in a series of relevant and interesting workshops related to their child's success, with parent education workshops held monthly during the school year. Workshops may include topics such as adolescent development, positive communication skills, supporting academic progress at home, and college readiness and awareness (A-G requirements, financial aid, etc.).
- Host Orientation, Back-to-School Night, student-led parent-teacher conferences (twice per year), and celebrations of learning.
- Host monthly cafecitos with the Head of School for parents/guardians to informally ask questions and discuss school life.
- Maintain a school website in English and Spanish as a communication tool for the community.
- Offer a monthly newsletter in hardcopy, available in both English and Spanish, to communicate critical information for parents and families that will supplement the website content.

¹⁴¹ Cotton, K. (1998). [*Education for Lifelong Learning: Literature Synthesis.*] Research You Can Use: Lifelong Learning Series, Booklet 5.

¹⁴² Cotton, K. (1996). [*Affective and Social Benefits of Small-Scale Schooling.*] ERIC Digest.

- Establish a School Site Council with parent-elected reps per grade, English Learner Advisory Council (if 21+ EL students), and encourage parents to participate; invite parent voice in annual reflection/goal setting as part of LCAP process.
- Invite parents to volunteer in school life (never required) in fundraising, field trips, office work, etc.
- Maintain Echo and Aeries with real-time data on student's grades, attendance, etc.; the Parent Liaison (starting in Y2) or a trained parent/community volunteer will offer training and support for parents with computers available on campus.
- Offer referrals for families to outside partner agencies for various supports; our Counselor will also work closely with coordinating agencies (social workers, etc.) for foster youth, homeless youth, or any other students/families in crisis.

All stakeholders including parents/guardians and students, will be surveyed at least once annually to gauge their satisfaction with MCMS and the home-school connection.

CURRICULUM BY SUBJECT

ENGLISH LANGUAGE ARTS (COLLEGE PREP)

The ELA curriculum is based on *California Common Core State Standards for English Language Arts*, along with the *California English Language Arts/English Language Development Framework: Reading, Writing, Listening and Speaking*.¹⁴³ Students will benefit from a rich array of reading and writing across all areas of the curriculum, learning to read and write in a variety of contexts and areas.

Students will demonstrate the ability to read, write, listen, and speak in multiple forms of expression and demonstrate communication skills appropriate to setting and audience. All students will use Quill and StudySync as primary curricular resources, which enable students in grades 6-8 to improve their writing skills and reading comprehension. These programs will allow teachers to monitor individual growth of students from all subgroups. They will comprehend and critically interpret multiple forms of expression from various sources, writers, and cultures. Students will critically evaluate their work and the work of others by using peer feedback rubrics and reflections which provide specific feedback to improve their communication skills as they grow their skills in reading, writing, speaking and listening, and language. Students will encounter authors' perspectives through whole-group learning and small-group learning as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections. Students will use technology to interact with texts and activities to promote student ownership of their learning through goal setting in their ILPs, student choice, and reflection; encourage social collaboration; link together knowledge, skills and learning behaviors.

Students will benefit from a rich array of reading and writing across all areas of the curriculum, learning to read and write in a variety of contexts and areas. They will learn to read different types of texts and analyze the development of arguments throughout each text, comparing and contrasting the writer's

¹⁴³ California Department of Education. [SBE-Adopted ELA/ELD Framework Chapters.] Accessed on August 29, 2021. <http://www.cde.ca.gov/ci/ri/cf/elaeldfrmwrksbeadopted.asp>

argument, and analyzing the validity of evidence presented using critical thinking and analysis. Students will read rigorous fiction and non-fiction texts, prose and poetry. Thematic learning will include embedded social science/history and science themes throughout ELA, including reading literature from ancient cultures they are studying in 6th grade, to early American literature.

In alignment with CCSS grade level standards, students will learn to diagram complex sentences, engage in close reading of complex content, debate and discuss what they have read, collaborate to exchange and evaluate information, and self-assess their own writing and analysis. Students will learn and gain expertise in writing that uses evidence to support a thesis, both in ELA as well as other classes. Students' understanding of the precise meaning of words, academic language, conventions of speech/written word, structural features of informational text and materials, and understanding fundamental elements of literature all support greater comprehension. Students continue to acquire and accurately use general academic language and domain-specific vocabulary.

The CCSS listening and speaking standards also will be implemented as students give oral reports and presentations, discuss and debate what they are learning. Teachers will engage in vertical articulation, following the instruction and integration of high leverage strands through the implementation in the ELA classrooms, and in Science and History/Social Science classes. All teachers will emphasize close reading and informational text, which is articulated at different levels of rigor (in accordance to the specific grade level standards) in each grade level.

Students will be able to access books online tied to their lexile levels, which will be assessed during the first week of school with the Scholastic Reading Inventory. With the understanding that many of our students will enter 6th grade reading below grade level – in some cases several grade levels below – teachers will continuously differentiate and scaffold instruction with the goal that all students complete 8th grade at or above grade level in reading.

StudySync will engage MCMS students with a rigorous, student-centered curriculum that connects learning to students' lives beyond the classroom. At grades 6–8, instruction is focused on strong skills- and standards-based instruction that will provide the foundation for success in high school and beyond, while still affording teachers the flexibility to customize the curriculum to the specific needs of their students and teaching style. Every day, students will interact with high-quality classic and contemporary literature that is rigorous, culturally-relevant, and presented in a highly-engaging digital format. All StudySync units include English Learner resources that offer explicit EL instruction. These lessons will share a thematic and genre focus with all other lessons in the Core ELA unit, and will modify the routines used with texts in the Integrated Reading and Writing sections. Explicit vocabulary instruction will be emphasized, and reading and writing skills lessons will focus strongly on language acquisition and reading comprehension.

Quill is a free online writing and grammar program that includes whole class and small group lesson plans for teachers, and interactive online prompts for students that correct and improve their writing, editing and grammar in real-time. The program provides targeted support for EL students, with adaptive learning meeting them at their individual needs. Data from the program enables teachers to have diagnostic information for each student and skills they need to master, identify trends and opportunities for growth.¹⁴⁴

¹⁴⁴ quill.org

In addition to StudySync and Quill, supplemental instructional materials will include CCSS-aligned programs such as Achieve 3000, Edgenuity (formerly Compass Learning), Brain Pop! and more (see Curriculum table below for full list).

English 6

English 6 will offer a variety of literature and nonfiction texts. After reading these literary and nonfiction texts, students will have the opportunity to write a research report, devise a research question in response to their reading, and find and take notes from primary and secondary sources. Students will then synthesize this information into a full-length essay that includes multimedia components, parenthetical citations, and a Works Cited page.

Reading skills taught in English 6 include generating questions; summarizing; word meaning; figurative language; context clues; informational text elements; compare and contrast; connotations and denotation; language, style, and audience; author's purpose and point of view; central or main idea; and setting. Grammar skills include dashes and hyphens; quotation marks and italics; and run-on sentences. Writing skills include planning research; evaluating sources; research and note-taking; critiquing research; paraphrasing; sources and citations; print and graphic features; research writing process (plan, draft, revise, edit and publish). For the extended writing project, students will identify a topic they would like to know more about and write a research report about that topic. In the process, students will learn how to select a research question, develop a research plan, gather and evaluate source materials, and synthesize and present their research findings.

English 7

English 7 will provide a wide sampling of non-fiction and literature, including texts written for the page and the stage. Students will consider issues affecting contemporary society, learn about a range of inspiring individuals, and have a chance to put themselves center stage by giving an oral presentation that will critique a literary work or dramatic production of their choice. Students will develop their own voice and present their perspective to an audience.

Reading skills taught in English 7 include character; dramatic elements; reasons and evidence; technical language; author's purpose and point of view; informational text elements; media; arguments and claims; compare and contrast, word meaning; and poetic structure. Grammar skills include economy of language and noun clauses. Writing skills include evaluating sources; reasons and relevant evidence; sources and citations; and oral writing process (plan, draft, revise, edit and present.) In the extended writing project, students will prepare an argumentative presentation to convince their classmates to read or see a favorite literary work, film, or dramatic production. The presentation will include a clear thesis statement, three reliable sources, and a focus on the work's deeper message, historical or cultural significance, genre, or information about the author/director.

English 8

English 8 will include a variety of informational and fictional texts that will inspire students to reconsider their understandings of the past, the future, and what makes us human. Students will turn from readers to researchers as they plan and write a research paper on the topic of their choosing, crafting a research question and using primary and secondary source material to answer their crafted question.

Reading skills taught in English 8 include making inferences; theme; story structure; language, style and audience; Greek and Latin affixes and roots; generating questions; technical language; summarizing; context clues; central or main idea; and point of view. Grammar skills include infinitive phrases; commonly misspelled words; ellipses for pause or separation; and sentence fragments. Writing skills include planning research; evaluating sources; research and note-taking; critiquing research; paraphrasing; sources and citations; print and graphic features; and the research writing process (plan, draft, revise, edit and publish). In the extended writing project, students will select an author, text or subject they would like to know more about and write a research report about that topic, learning to select a research question, develop a research plan, gather and evaluate source materials, and synthesize and present their research findings.

ENGLISH LANGUAGE DEVELOPMENT

As detailed more fully in the section on English Learners, below, the ELD program implements both the California ELD Standards and the *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). The Charter School's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type."¹⁴⁵

Based on substantial research proving the benefits of a structured English integration program, MCMS will implement a comprehensive structured integration program in every classroom for our EL students. Teachers will use the ELD standards to assist planning and assessing EL progress, and students with limited English proficiency will receive the same academic content as students who are native English speakers. All instruction will be in English, with teachers using Specifically Designed Academic Instruction in English ("SDAIE") and Guided Language Acquisition Design ("GLAD") strategies to enhance the English language development of EL students.¹⁴⁶ These strategies implement strong teaching techniques and are therefore effective for English-only students as well. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. Language acquisition also will be enhanced by exposing students to experiences in a variety of learning modalities

¹⁴⁵ ELA-ELD Framework, pp. 9-10.

¹⁴⁶ [Guided Language Acquisition Design \(GLAD\) \(wednet.edu\)](http://wednet.edu)

(kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum. (Please see English Learner section below for extensive details on our ELD program and support for EL students.)

The second tier of our ELD approach is explicit/designated ELD, which will be offered during the Learning Lab block four days per week. Starting in Y3, we will have a full-time EL Coordinator on staff who will oversee the entire EL program, including providing direct instruction with our EL students for designated ELD, as well as collaborating with our faculty to differentiate strategies and instruction based on individual EL students' needs in the classroom.¹⁴⁷ Prior to hiring an EL Coordinator, the Head of School will serve as the EL Coordinator and may designate some responsibilities to qualified teacher(s).

The purpose of designated ELD lessons is to prepare ELs for success in English instruction, including ELA. Students will be grouped according to proficiency levels in English (See the EL section below for classification criteria); skills in all four strands of language – listening, speaking, reading and writing – will be methodically developed. During this designated ELD time, EL students will benefit from a focused approach on language development that build academic language, including the vocabulary and structure that provide fluency or language practice and encourage students towards appropriately rigorous language outputs. The National Geographic Hampton-Brown *Inside: Language, Literacy and Content* will serve as the primary source material for MCMS' designated ELD. The *Inside* curriculum's overlapping levels make it possible to meet students at their appropriate ability and proficiency levels and rapidly move ahead. The curriculum and instruction, driven by the CCSS, provides multiple points of entry for correct placement and is designed to return students to grade-level instruction within two years. Achieve 3000 and Duolingo will be used as supplemental curriculum as needed.

ELD I

Students who scored overall as a “Beginner” on the ELPAC will be placed in ELD 1 and use Hampton-Brown's *Inside Level A*, which focuses on conversational language, simple texts, narrative writing and phonic instructions. The goal of the course is to lift students' listening, speaking, reading and writing skills to Early Intermediate level.

ELD II

Students who scored overall as a “Early Intermediate” on the ELPAC will be placed in ELD II. and use Hampton-Brown's *Inside Level B*, which focuses on academic discourse, complex texts and expository writing. The goal of the course is to expand students' listening, speaking, reading and writing skills to an Intermediate level.

ELD III

Students who scored overall as a “Intermediate” on the ELPAC will be placed in ELD III and use Hampton-Brown's *Inside Level C*, which focuses on academic vocabulary, exposure to complex texts, and persuasive writing. The goal of this course is to expand students' listening, speaking, reading and writing skills to the “Early Advanced” level.

MATHEMATICS (COLLEGE PREP)

¹⁴⁷ In the event our fundraising enables us to do so, we will hire a part-time or full-time EL Coordinator in Y1 or Y2.

Math instruction will be based on California's Common Core Content and Practice Standards and the *Mathematics Framework for California Public Schools, A Look At Kindergarten Through Grade Twelve in California Public Schools*. In addition to focusing on mastering grade level content standards, MCMS' student-centered math program will focus on the CCSS' eight standards for mathematic practice:

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.
- MP.8 Look for and express regularity in repeated reasoning.

(CA CCSS Standards for Mathematical Practice.)

We will use the College Preparatory Math (CPM) curriculum in grades 6, 7, and 8 because it emphasizes conceptual understanding as opposed to algorithmic memorization. It also spirals the concepts throughout the year and throughout the three-year program so that students are reinforced through subsequent lessons. CPM focuses less on direct instruction and more on problem-based learning (PBL). Students using CPM employ problem solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking. CPM is aligned with the CCSS. Students will use mathematical reasoning, concepts, and logical thinking to solve problems; understand mathematical concepts; communicate mathematical ideas; connect mathematics to other studies and their own lives; articulate their understanding of the beauty and power of math (*e.g.*, math's universality, patterns in nature, and elegant solutions); invent mathematical procedures that allow them to compute and perform basic operations; acknowledge, understand, and apply other's mathematical methods of solving problems.

Math 6

On a daily basis, students in *Core Connections, Course 1* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.

- Upon completion of this course, students should be able to:
 - Collect, organize, and display data in multiple ways.
 - Analyze data using measures of central tendency.
 - Represent data sets using various methods and analyze how changes in data impact the representation.
 - Represent and compare quantities using manipulatives, diagrams, and number expressions.
 - Represent multiplication using rectangular arrays.
 - Represent integers on number lines and with manipulatives.
 - Make sense of multiple representations of portions (decimal, fraction, percent) and convert from one form to the other.
 - Compare fractions and generate equivalent fractions.

- Recognize ratios in tables and graphs and solve corresponding problems.
- Use ratios to describe relationships with similar plane figures and other situations.
- Use models and standard algorithms for computations with fractions and decimals.
- Simplify variable expressions by combining like terms and using the Distributive Property.
- Evaluate variable expressions and solve simple equations and inequalities.
- Solve distance, rate, and time problems.
- Solve percent problems including those with discounts, interest, and tips.
- Compute area, surface area, and volume of rectangular solids.
- Represent solids using nets.

Math 7

On a daily basis, students in *Core Connections, Course 2* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.

Upon completion of this course, students should be able to:

- Use integers and complete operations with integers and rational numbers, including using the Order of Operations.
- Use diagrams and equal ratios to represent part-whole relationships.
- Use percents and scale factors to determine percent increase or decrease, discounts, and markups.
- Use variable expressions to represent quantities in contextual problems.
- Simplify variable expressions by combining like terms and using the Distributive Property.
- Solve linear equations, including those with fractional coefficients and those with no solutions or infinitely many solutions.
- Solve and graph one-variable inequalities.
- Compare experimental and theoretical probabilities.
- Distinguish between dependent and independent events and calculate the probability of compound independent events.
- Represent probabilities of multiple events using systemic lists, area models, or tree diagrams.
- Design, conduct, and analyze surveys.
- Collect and compare data and describe the distribution of sets of data.
- Solve distance, rate, and time problems.
- Compare ratios and calculate unit rates.
- Recognize and solve problems involving proportional relationships.
- Recognize and use the properties of similar figures and scale factors to solve problems.
- Describe angles, angle pairs, and their measures.
- Compute area and perimeter of standard and compound shapes.
- Compute the volume of a variety of solids

Honors Math 7

Prerequisite: *Successful completion of Math 6 with Teacher Recommendation*

Honors Math 7 is designed to meet the needs of advanced 7th grade students. This course focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing

understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Math 8

On a daily basis, students in *Core Connections, Course 3* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.

Upon completion of this course, students should be able to:

- Represent a linear function with a graph, table, rule, and context and create any representation when provided one of the others.
- Solve systems of equations by using tables and graphs.
- Symbolically manipulate expressions to solve problems including those with fractional coefficients.
- Solve contextual word problems using multiple strategies, including making tables, looking for patterns, drawing diagrams, and creating a table of guesses to assist with writing and solving a variable equation.
- Describe various geometric transformations on a coordinate grid.
- Represent data using scatterplots and describe associations.
- Collect and analyze data and make predictions based on the trend of the data.
- Compare ratios and calculate unit rates and slope ratios.
- Analyze the slope of a line graphically, numerically, and contextually.
- Recognize and solve problems involving proportional relationships.
- Graph and analyze non-linear functions.
- Recognize and use the properties of similar figures to solve problems.
- Use the Pythagorean Theorem and its converse to solve problems in two and three dimensions.
- Use square roots and cube roots.
- Represent and simplify expressions using positive and negative exponents.
- Represent and compare large and small numbers using standard and scientific notation.
- Perform operations with numbers represented in scientific notation.
- Use the relationships between angles created by parallel lines with transversals and the Triangle Angle Sum Theorem to solve problems.
- Compute the volume of a variety of solids.

Honors Math 8

Prerequisite: *Successful completion of Honors Math 7 or Math 7 with Teacher Recommendation.*

Honors Math 8 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. The first half of the course focuses on functions, algebra, and the number system. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

SCIENCE (COLLEGE PREP)

MCMS will use the Next Generation Science Standards (NGSS), which emphasize and align to our goals through inquiry-oriented investigations, real-life application, and interdisciplinary thinking about scientific concepts. Students follow the eight practices of science and engineering that the NGSS Framework identifies as essential for all students:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

(www.nextgenscience.org).

Using *Amplify Science California* curriculum,¹⁴⁸ authored by UC Berkeley's Lawrence Hall of Science, our science instruction will develop mastery of core vocabulary and conceptual knowledge, supplemented with the application of scientific principles in laboratory settings. As the Hall's first curriculum designed to address the new science standards, *Amplify Science California* reflects state-of-the-art practices in science teaching and learning. As outlined in CCSS/NGSS, students will study Earth Science, Life Science, and Physical Science at the appropriate grade levels. *Amplify Science California* blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Each unit of *Amplify Science California* engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. *Amplify Science California* is rooted in the Lawrence Hall of Science's Do, Talk, Read, Write, Visualize model of learning. This research-based approach presents students with multiple modalities through which to explore the curriculum.

Through their investigations, students will engage with authentic content rich texts that allow them to obtain evidence, develop research and close reading skills, and construct arguments. Throughout the *Amplify Science California* curriculum, students actively share and discuss evidence and work together to determine what claim the evidence supports. As they collaborate and engage in debate, they are practicing vital aspects of constructing explanations and argumentation, such as:

- Deeply understanding evidence
- Working with others to understand the meaning of evidence
- Convincing others that their claim is the most sound
- Providing logical reasoning to support their claims

In addition to high quality instructional lessons and materials, Amplify provides end-of-unit and benchmark assessments to ensure student mastery of content and prepare students for the rigors of high

¹⁴⁸ Amplify Science California. *Amplify*, Great Minds, amplify.com/programs/amplify-science/?state=CA.

stakes testing in the upper grades. Amplify includes hands-on activities, print materials, and powerful digital tools to support online and offline teaching and learning.¹⁴⁹ Highly adaptable and user-friendly, the program gives schools and individual teachers flexibility based on their technology resources and preferences.

Amplify will be supplemented with NTN project-based work. NTN's PBL expertise will provide the framework through which teachers will collaboratively develop engaging PBL across the curricula, including an intense focus on interdisciplinary learning and the connectedness of subject matter. Teachers will also be able to access a robust resource bank of NTN-structured PBL learning lessons to use in their classrooms. Both Amplify and NTN's PBL offer an inquiry-based approach to science that allows students to conceptualize questions and work to find a possible explanation that responds to that question.

Science 6

Students will engage in scientific investigation through the following units:

Microbiome: There is evidence to suggest that the approximately 100 trillion bacteria living on and in the human body may correlate to many different health conditions. Further, altering one's microbiome can result in altering one's health for better or worse. Most notably, a treatment known as a fecal transplant—a transplant that involves using microorganisms from one person's healthy gut microbiome to cure another person who is suffering from a potentially deadly infection—has been under review. Students take on the role of student researchers to figure out why a fecal transplant cured a patient suffering from a *C. difficile* infection.

Metabolism: Through inhabiting the role of medical students in a hospital, students are able to draw connections between the large-scale, macro-level experiences of the body and the micro-level processes that make the body function as they first diagnose a patient and then analyze the metabolism of world-class athletes. They uncover how body systems work together to bring molecules from food and air to the trillions of cells in the human body.

Metabolism: Engineering Internship: Students act as food engineering interns to design a health bar to feed people involved in natural disasters, with a particular emphasis on two populations who have health needs beyond what can be provided by emergency meals: patients and rescue workers. These plans must meet three design criteria: 1) addressing the metabolic needs of a target population; 2) tasting as good as possible; and 3) minimizing costs while serving as many people as possible. Students focus on the practice of considering trade-offs while designing solutions to deepen their understanding of metabolism. They also consider questions of scale, proportion, and quantity as different proportions of types of molecules affect a body's health and metabolism.

Traits and Reproduction: Scientists and engineers are investigating possible ways spider silk can be used for medical purposes, such as for artificial tendons. Students act as student geneticists to investigate what causes variation in spider silk traits. Specifically, they explain why parent spiders

¹⁴⁹ Amplify. [What's Included In Our Phenomena-Based Science Curriculum for Middle Schools.] Accessed on August 29, 2021. <https://amplify.com/programs/amplify-science/whats-included-6-8/>.

have offspring with widely varied silk flexibility traits. They uncover the roles of proteins and genes and the way that genes are inherited.

Thermal Energy: In their role as student thermal scientists, students work with the Head of School of the fictional Riverdale School to help the school choose a new heating system. They compare a system that heats a small amount of water with one that uses a larger amount of cooler groundwater. Students discover that observed temperature changes can be explained by the movement of molecules, which facilitates the transfer of kinetic energy from one place to another. As they analyze the two heating system options, students learn to distinguish between temperature and energy, and to explain how energy will transfer from a warmer object to a colder object until the temperature of the two objects reaches equilibrium.

Ocean, Atmosphere, and Climate: Students act as student climatologists helping a group of farmers near Christchurch figure out the cause of significantly colder air temperatures during the El Niño climate event. To solve the puzzle, students investigate what causes regional climates. They learn about energy from the sun and energy transfer between Earth's surface and atmosphere, ocean currents, and prevailing winds.

Weather Patterns: Weather is a complex system that affects our daily lives. Understanding how weather events, such as severe rainstorms, take place is important for students to conceptualize weather events in their own community. Students play the role of student forensic meteorologists as they discover how water vapor, temperature, energy transfer, and wind influence local weather patterns in a fictional town called Galetown. They use what they have learned to explain what may have caused rainstorms in Galetown to be unusually severe in recent years.

Earth's Changing Climate: In the role of student climatologists, students investigate what is causing ice on Earth's surface to melt in order to help the fictional World Climate Institute educate the public about the processes involved. Students consider claims about changes to energy from the sun, to the atmosphere, to Earth's surface, or in human activities as contributing to climate change.

Earth's Changing Climate: Engineering Internship: Students act as civil engineering interns to design a plan to modify a city's roofs in order to reduce the city's impact on climate change. These plans must meet three design criteria: 1) reducing impact on the climate; 2) preserving the city's historic character; and 3) minimizing costs. Students focus on the practice of isolating variables in planning and conducting tests to deepen their understanding of climate change. They also learn about the cause-and-effect mechanisms involved as changes to albedo and combustion of fossil fuels affect climate.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

Science A - 7/8

Students in grades 7 and 8 (in mixed-grade classrooms that loop for two years) will engage in the following units (in the alternate year from when they engage in Science B):

Geology on Mars: Evidence that water was once present on a planet is evidence that the planet may once have had living organisms. In their role as student planetary geologists working to

investigate the planet Mars, students investigate whether a particular channel on Mars was caused by flowing water or flowing lava. Along the way, students engage in the practices and ways of thinking particular to planetary geologists, and learn to consider a planet as a system of interacting subsystems.

Plate Motion: Students play the role of geologists working for the fictional Museum of West Namibia to investigate Mesosaurus fossils found both in southern Africa and in South America. They learn that the surface of the Earth has changed dramatically over the Earth's history, with continents and ocean basins changing shape and arrangement due to the motion of tectonic plates. They also learn that as the Earth's surface changes, fossils that formed together may be split apart.

Plate Motion: Engineering Internship: Students act as mechanical engineering interns to design a tsunami warning system for the Indian Ocean region. These warning systems must meet three design criteria: 1) giving people as much warning time as possible to move to safety; 2) causing as few false alarms as possible; and 3) minimizing costs as much as possible. Students communicate like engineers and scientists do as they use their understanding of plate motion and patterns in data to create and justify their designs.

Rock Transformations: Taking on the role of student geologists, students investigate a geologic puzzle: Two rock samples, one from the Great Plains and one from the Rocky Mountains, look very different but are composed of a surprisingly similar mix of minerals. Did the rocks form together and somehow get split apart? Or did one rock form first, and then the other rock form from the materials of the first rock? To solve the mystery, students learn about how rock forms and transforms, driven by different energy sources.

Phase Change: Taking on the role of student chemists working for the fictional Universal Space Agency, students investigate the mystery of a disappearing methane lake on Titan. One team of scientists at the Universal Space Agency claims that the lake evaporated, while the other team of scientists claims that the lake froze. The students' assignment is to determine what happened to the lake. They discover what causes phase changes, including the role of energy transfer and attraction between molecules.

Phase Change: Engineering Internship: Students act as chemical engineering interns to design an incubator for low-birthweight babies. Phase change materials (PCMs) are substances that store and release large amounts of energy during the phase changes of melting and freezing. Since they can easily be reused, PCMs are useful for everyday situations that require temperature control. Students select a combination of PCMs and an insulating lining material, applying concepts about phase change and energy transfer.

Chemical Reactions: In the role of student chemists, students explore how new substances are formed as they investigate a problem with the water supply in the fictional town of Westfield. They analyze a brown substance that is in the water, the iron that the town's pipes are made of, and a substance from fertilizer found to have contaminated the wells that are the source of the town's water. Students use their findings to explain the source of the contaminating substance.

Populations and Resources: Glacier Sea has seen an alarming increase in the moon jelly population. In the role of student ecologists, students investigate reproduction, predation, food webs, and indirect effects to discover the cause. Jellyfish population blooms have become common in recent years and offer an intriguing context to learn about populations and resources.

Matter and Energy in Ecosystems: Students examine the case of a failed biodome, an enclosed ecosystem that was meant to be self-sustaining but ran into problems. In the role of ecologists, students discover how all the organisms in an ecosystem get the resources they need to release energy. Carbon cycles through an ecosystem due to organisms' production and use of energy storage molecules. Students build an understanding of this cycling—including the role of photosynthesis—as they solve the mystery of the biodome collapse.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

Science B - 7/8

Students in grades 7 and 8 (in mixed-grade classrooms that loop for two years) will engage in the following units (in the alternate year from when they engage in Science A):

Harnessing Human Energy: Energy-harvesting backpacks, rocking chairs, and knee braces are just a few of the devices that have been created to capture human energy and use it to power electrical devices. Students assume the role of student energy scientists in order to help a team of rescue workers find a way to get energy to the batteries in their equipment during rescue missions. To do so, students learn about potential and kinetic energy, energy conversions, and energy transformations.

Force and Motion: In the role of student physicists, students help solve a physics mystery from outer space. A pod returning with asteroid samples should have stopped and docked at the space station. Instead, it is now moving back away from the station, and the video feed showing what happened in the seconds during which it reversed direction has been lost. Did the pod reverse before it got to the space station, or did it hit the station and bounced off? Students explore principles of force, motion, mass, and collisions as they solve this mystery.

Force and Motion: Engineering Internship: Students act as mechanical engineering interns to design delivery pods—pods of emergency supplies that will be dropped in areas experiencing a natural disaster. These delivery pods must meet three design criteria: 1) limiting the amount of damage to the cargo during the drop; 2) reusing the pod's shell as much as possible (for example, as emergency shelter); and 3) minimizing the cost of the pod as much as possible. Students focus on the practice of analyzing data to deepen their understanding of force and motion. They also learn about how structure and function are interrelated to determine the integrity and, therefore, success of their pods.

Magnetic Fields: As student physicists consulting for the fictional Universal Space Agency, students work to understand the function of a magnetic spacecraft launcher (a simplified version of real technology currently under development). In particular, they seek to explain why a particular test launched the spacecraft much faster than expected. To do this, they investigate how magnets move some objects at a distance, the source of the energy for that movement, and what causes differences in the energy and forces involved.

Light Waves: Australia has one of the highest skin cancer rates in the world: More than half of the people who live there will be diagnosed with skin cancer in their lifetime. In their role as student spectroscopists, students gain a deeper understanding of how light interacts with materials, and how these interactions affect our world—from the colors we see, to changes caused by light from the sun such as warmth, growth, and damage. Students use what they learn about light to explain the causes of Australia’s skin cancer problem.

Earth, Moon, and Sun: Students take on the role of student astronomers, advising an astrophotographer who needs to take photographs of the moon. In order to provide this advice, students investigate where the moon’s light comes from, what causes the characteristic changes in the appearance of the Moon that we observe, and what conditions are required to view phenomena such as particular moon phases and lunar eclipses.

Natural Selection: According to local legend around Oregon State Park, three unfortunate campers were found dead at their campsite and investigators found only one clue—a rough-skinned newt inside the coffeepot that the campers used to make their morning coffee. Student biologists investigate what caused the rough-skinned newts of Oregon State Park to become so poisonous by uncovering mechanisms of natural selection—investigating variation in populations, survival and reproduction, and mutation.

Natural Selection: Engineering Internship: Students act as biomedical engineering interns to design a malaria treatment plan. These treatment plans must reduce the population of malaria plasmodia while meeting three design criteria: 1) limiting the amount of the drug-resistance trait that develops in the population; 2) minimizing the side effects caused by the treatment; and 3) minimizing the treatment costs while treating as many patients as possible. Students focus on the practice of analyzing data to deepen their understanding of natural selection. They also learn about the cause-and-effect mechanisms involved when rates of death and reproduction can lead to increased drug resistance in the plasmodia population.

Evolutionary History: Students act as student paleontologists to discover the evolutionary history of a mystery fossil. Is this species more closely related to wolves or whales, and how did all three species change over time? Students learn how to interpret similarities and differences among fossils, investigate how natural selection can lead to one population becoming two different species, and investigate evolution over vast periods of time.

(<https://www.amplify.com/programs/amplify-science/whats-included/>)

Students will be empowered to apply their understanding of scientific concepts to make informed decisions and contributions to issues (social, political, environmental, etc.) that affect their well-being and their future. Concepts will be taught through the lens of the NTN project model (e.g. Earth Science and Social Science combined in a given project to teach environmental education and human’s impact on the environment.) While Chemical and Physical Science have some constants that do not change with respect to their teachings, how humans impact Earth and interact with it do change dramatically over time.

Assuming finances and facilities permit, we plan to integrate a School Garden to Table program (based on acclaimed practices of Alice Water’s Edible Schoolyard Project¹⁵⁰), weaving throughout science, P.E./Health and other curricula the concepts of healthy living and environmental sustainability. Students will learn about how to plan, cultivate and select seasonal fresh foods, cooking their harvest in the classroom to study nutrition and healthy eating habits.

SOCIAL SCIENCES/HISTORY (COLLEGE PREP)

MCMS’ social sciences curriculum is rooted in the curriculum standards specified in the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve*, *CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (CA CCSS for ELA/Literacy), the ELA/ELD Framework; and the *California State Framework for Social Studies and History* (2016), supplemented by teacher-created lessons to ensure that history and social sciences reflect students’ cultures and identities. The curriculum includes four main social science disciplines, including: (1) History, (2) Geography, (3) Civics, and (4) Economics. Students will learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Students will learn about ancient civilizations, medieval world history and early American history using a PBL approach, with support from NTN. Students will apply multiple perspectives while demonstrating understanding of civic, cultural, historical, and geographical concepts. Students will apply this understanding to act as informed participants in today’s world of diverse cultures.

Social studies instruction will utilize materials from the Teachers’ Curriculum Institute (TCI), *History Alive!*, and as well as primary and secondary sources from the internet, including a document-based approach (DBQ) combined with exploration using realia, primary and secondary resources, as well as watching media clips that bring certain topics to life for the students. *History Alive!* (6-8), provides standards-based, spiraled curriculum in which students work in cooperative groups to learn progressively more difficult concepts through a process of step-by-step discovery. Students will have the opportunity to conduct research and seek resources to deepen their knowledge based on a particular topic.

During projects throughout the year, students practice writing their own questions and finding and evaluating a variety of resources in order to learn to be critical thinkers in today’s digital era. Projects will be designed to provide opportunities for students to make connections between the historical content and: content from other historical eras, other academic subjects, modern day topics, and their individual experiences. One method of doing this is through the “Transfer” activities detailed by Michael McDowell,¹⁵¹ which gives students the opportunity to take what they have learned and apply it to a different scenario. For example, during a project about American westward expansion, students might reflect on the ways the U.S gained territory during the 1800’s and apply it to a futuristic scenario involving colonies in space where there is not enough land available for everyone who wants to claim land. Another method teachers will use to build connections is through Art Integration in social science courses. Students will be provided opportunities to paint, sculpt with found materials, draw, compose, and collage while they make connections between the content and different topics or their own personal experiences. For example, during a comparative religion unit, students might learn about similarities and differences

¹⁵⁰ The Edible Schoolyard Project. Accessed on August 29, 2021. <https://edibleschoolyard.org/>

¹⁵¹ McDowell, M. (2017). [*Rigorous PBL by Design: Three Shifts for Developing Confident and Competent Learners.*] Corwin Press.

between the values of major world religions, and then create an art piece to illustrate some of their own values.

Social studies will be presented in four interconnected formats:

- Within the reading program through informational texts
- Through personal and informational writing and research in the writing program
- Via integrated, thematic units of instruction
- Through interdisciplinary project-based learning

Our curriculum shares the same three goals as the History/Social Science Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. Students will gain an understanding of human history as well as how our society and the world work. The curriculum not only supports student acquisition of core knowledge of the world's eras and civilizations, but also develops the critical thinking skills that historians and social scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Broad social studies themes and content will cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, and the arts. Learning activities will engage students in an inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

As with science, NTN's PBL frameworks and expertise will guide teachers in creating engaging, interdisciplinary PBL experiences for our students, with a vast resource bank of existing projects. Students will complete projects revolving around enduring understandings. Students will work both individually and in groups to demonstrate knowledge on concepts, while also building skills when working collaboratively. Differentiation in the classroom will come in the form of readings at different levels, multiple sentence frames, pushing student thinking, and making thinking visible from the struggling to the strongest students.

Students also will explore their own identity and community, with the guidance of Culturally Responsive Teaching strategies. Students will reflect upon their identities with their classrooms, displaying cultural images and artifacts from their homes, community walks, and field trips. Students will experience and express their history through art, writing, and spoken word. When students feel uncomfortable, they will be able to respectfully agree/disagree and have the courage to share their own experiences. Students will feel appreciated, valued, and have a sense of belonging to their community, building on our schoolwide emphasis on SEL. While understanding that they are individuals with unique differences, students will become connected to their community and develop a sense of pride.

In accordance with the standards, the curriculum for sixth through eighth grades will be organized around the broad topics listed below by grade level. Encompassed within the broad theme for each grade are all state standards that build upon prior knowledge, intertwine geography instruction, and deepen students understanding of our world and how it has come to be. Outlined below are the broad instructional themes for each grade level.

Social Studies 6

In sixth grade, students will study the beginning of the human story with exploration into the great early civilizations of Egypt, India, China, Greece and Rome. Students will learn about the earliest humans, agriculture, development of tools, and the gathering way of life. Students will be introduced to the patterns, systems, and processes of human and physical geography, understanding how these geographies continually experienced change. Students will have the opportunity to explore many ancient texts and visual imageries, discovering the secrets of these ancient cultures that continue to influence the modern world.

Social Studies A - 7/8

Students in grades 7 and 8 (in mixed-age classes that loop for two years) will engage in the following units (in the alternate year from when they engage in Social Studies B)

In grade seven or eight (depending on the year in the loop), students will study the medieval world and beyond, exploring the legacy of civilizations from Europe, Africa, Middle East, Asia, and the Americas. Students will study the rise and fall of empires, trace the development of medieval civilizations, and make connection with regional and present-day world maps. Students will use archaeological evidence and source documentation to explore the change and movements of people, ideas, products, and religions that took place during medieval and early modern times. For example, students will learn about the fall of the Roman Empire and the rise of the Byzantine Empire, examining the contributions and influences of ancient Rome on modern society.

Social Studies B – 7/8

Students in grades 7 and 8 (in mixed-age classes that loop for two years) will engage in the following units (in the alternate year from when they engage in Social Studies A)

In grade eight (or seven, depending on the year in the loop), student will study the Constitution, the American Revolution, the Declaration of Independence, the thirteen colonies and the American westward expansion, with a focus on economic and industrial developments. Students will study major ideas and issues – equality, liberty, justice – and their changing definitions over time. Students will concentrate on critical and major events through the lens of people who were directly involved, with a focus on inquiry-based questions using research and critical thinking. Students will use and evaluate primary sources, historical documents and online resources to responsibly and thoughtfully access and interpret information.

ADVISORY

As detailed earlier in this charter petition, all MCMS students will participate in an Advisory period daily. In Advisory, life skills and social-emotional development are key areas of focus for all students. (See section above on Social-Emotional Learning for details about the Advisory program.)

VISUAL AND PERFORMING ARTS

The curriculum is aligned with the *Visual and Performing Arts Framework for California Public Schools*. Students examine the influence of the various arts on history, and examine how art reflects and describes historical periods, cultures, and geographic regions.

Our 6th grade students will be offered an opportunity to enroll in an exploratory rotation of performing arts electives. They will receive instruction for one trimester in one of a variety of arts courses, which

might include performing arts/drama, or visual arts. In the alternative, 6th graders can take the opportunity to focus the entire year on band, orchestra/strings or chorus (depending on funding) at an introductory level.¹⁵² Our 7th and 8th grade students will be offered a one-year enrollment in chorus, drama, visual art, band, or orchestra/strings.

At MCMS, we do not view Visual and Performing Arts only as an independent activity with a subset of standards and skills, but rather as a humanistic strand that runs throughout our curriculum. Incorporating “Art” into learning across the curricula is deliberate and important. Through the “Arts,” we develop a sense of self in our students and a respect for the many cultures from which they come, while providing valuable links to new cultures. The Arts also allow us to make academic connections across the curriculum and provide cohesiveness to thematic planning that gives our second language learners one of the major scaffolds to gaining content and academic understanding.

We also are committed to music education and its cross-curricular implications, providing a systematic approach to the skills it requires. Through our music program, and depending on the class, our students acquire knowledge of musical history, composers, theory, reading musical notation and the skills and mechanics (in both Instrumental and vocal mediums).

Instrumental music programs will be sequential instrument method courses for beginner and intermediate/advanced instrumental music students. Students will learn beginning to advanced music theory (rhythms, note names, expressions), music history, performance techniques, and cultural diversity through music. Students will develop a basic structure to learn required music performing skills needed to rehearse and perform concert (Concert Literature) sheet music. Sheet music will be chosen based on its difficulty level relative to the skill/performance level of the student musicians.

PHYSICAL EDUCATION AND HEALTH

Physical Education (PE) is considered critical for student learning and for maintaining personal well-being and developing life- long habits of fitness and wellness. Students will be exposed to a variety of physical movement activities that suit diverse learning styles and skills, based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*.

Students learn the skills and mechanics necessary to participate in physical activity for the rest of their lives, while independently tracking their progress, and developing positive lifelong healthy habits. Physical Education addresses five critical areas:

- Demonstrate motor skills and movement patterns needed to perform a variety of activities
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities
- Assess and maintain a level of physical fitness to improve health and performance
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

¹⁵² We have had preliminary talks with some local supporters and are confident we will be able to secure donations and/or loans of instructions for our new school to implement a comprehensive music program, at no cost to MCMS.

- Students also learn and understand concepts of health, nutrition and the importance of staying healthy through a variety of academic course settings.

PE activities contribute to an integrated social-emotional program as students practice and demonstrate greater capacity with communication skills, cooperation, empathy, purposeful inclusion, fairness, teamwork, increased confidence, and growth in resilience and self-efficacy.

COMPREHENSIVE COURSE LIST

The table below shows course offerings for all grades served by MCMS.

Subject Area	6 th Grade	7 th grade	8 th Grade
ELA	English 6	English 7	English 8
ELD	ELD I ELD II ELD III	ELD I ELD II ELD III	ELD I ELD II ELD III
Mathematics	Math 6	Math 7 Honors Math 7	Math 8 Honors Math 8
History – Social Science Science	Social Studies 6 Integrated Science 6	Social Studies A 7/8 Integrated Science A 7/8	Social Studies B 7/8 Integrated Science B 7/8
Health and PE	Physical Education 6	Physical Education 7	Physical Education 8
Advisory	Advisory	Advisory	Advisory
VAPA	Elective Wheel 6	Art, Drama, Chorus, Band, Strings	Art, Drama, Chorus, Band, Strings

SUMMARY CHART OF PLANNED CURRICULUM

The Charter School has selected each of these curricular resources due to their comprehensive nature and correlation to the CCSS for ELA and Math, the NGSS, and California content standards for History/Social Science and all other applicable subjects. Each program includes teaching approaches to differentiate instruction, to meet the needs of English Learners, and to challenge identified gifted-and-talented and higher-achieving students. Each program has been created by reputable publishers with a record of successful implementation with the student population the Charter School will serve.

When selecting additional curricula and instructional materials, the Head of School (in collaboration with the faculty) will consider academic rigor, student engagement, and program alignment to the CCSS/NGSS and other state content standards. Teachers, working in close collaboration with the Head of School, Counselor and EL Coordinator (starting in Y3), will further enhance these programs by aligning and

supplementing activities based on assessment data, such as an accelerated curriculum for students who need more challenge or alternative curricula for students in need of an alternative approach or additional practice.

<p>English Language Arts</p>	<p><u>Primary Sources:</u> StudySync Quill Achieve 3000 Guided Reading Resources (<i>i.e.</i>, leveled libraries) New Tech Network Resource Library</p> <p><u>Secondary Sources:</u> Accelerated Reader Words Their Way Scholastic Guided Reading Edgenuity (formerly known as Compass Learning)</p>
<p>English Language Development</p>	<p><u>Primary Sources:</u> National Geographic Hampton-Brown <i>Inside: Language, Literacy and Content</i></p> <p><u>Secondary Sources:</u> Duolingo Achieve 3000 Accelerated Reader Brain Pop ELL</p>
<p>Math</p>	<p><u>Primary Sources:</u> CPM New Tech Network Resource Library</p> <p><u>Secondary Sources:</u> Achieve 3000 BrainPop! Edgenuity (formerly known as Compass Learning) Khan Academy</p>
<p>Science</p>	<p><u>Primary Source:</u> Amplify Science California New Tech Network Resource Library</p> <p><u>Secondary Sources:</u> BrainPop! Khan Academy</p>

Social Studies	<i>TCl's History Alive!</i> Document Based Questions BrainPop! Edgenuity (formerly Compass Learning) New Tech Network Resource Library
Visual and Performing Arts, P.E. and Enrichments	Teacher-created New Tech Network Resource Library (for interdisciplinary projects)

CALENDAR AND ATTENDANCE

MCMS' annual calendar will contain at least 180 instructional days. We have aligned our calendar, to the extent practical, to the District's calendar, for the convenience of families. Included below is our Draft Calendar for 2022-23; the Charter School Board of Directors will approve the school year calendar once the charter is authorized.

MAYACAMAS CHARTER MIDDLE SCHOOL

DRAFT CALENDAR 2022-23

M	T	W	Th	F
JULY				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
AUGUST				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

8/1-8/12	Summer PD
8/16	First Day of School - Early Release Day
Every Wed.	Early Release
9/5	Holiday - Labor Day
9/6	PD Day
10/10	Indigenous Peoples Day (reg. school day)
11/4	End of First Trimester
11/11	Holiday - Veterans Day
11/21-11/25	Thanksgiving Break
12/19-1/6	Winter Break
1/9	Students Return
1/16	Holiday - Martin Luther King, Jr. Day
1/17	PD Day
2/13	Holiday - Lincoln's Birthday
2/20	Holiday - Presidents' Day
3/9	End of Second Trimester
3/10	PD Day
3/24	Emergency Closure Make-Up Day #1
4/3-4/7	Spring Break
4/10	Emergency Closure Make-Up Day #2
5/26	Emergency Closure Make-Up Day #3
5/29	Holiday - Memorial Day
6/14	End of Third Trimester
6/14	Last Day of School (Minimum Day)
6/15	PD Day

140 Regular Days
 40 Early Release Days
 14 PD Days
 10 Holidays
 3 Emergency Closure Make-Up Days

M	T	W	Th	F
JANUARY				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
FEBRUARY				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MARCH				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

APRIL				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JUNE				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Charter School parents/guardians are responsible for sending their students to school and providing an explanation for absences. The Charter School maintains attendance policies to encourage regular attendance and to report truanancies to appropriate local authorities.

Based on the personalized, student-centered structure of MCMS, we are confident we will meet our ambitious attendance goals (95% ADA). Our Advisors and Parent Liaison (starting in Y2) will be the first line of relationship-building with students and their families, including addressing the importance of timely, regular attendance at school. By knowing well what is going on in students’ lives outside of school, our Advisors will be able to help students navigate challenges before they have a significant and detrimental impact on their academics. When problems and even crises arise, our caring, supportive teachers, Parent Liaisons Counselor and other staff will work to determine what obstacles are preventing a student from regular and timely attendance, and how the problem can be solved.

The Head of School or his/her designee will monitor student attendance, in collaboration with the Parent Liaison (starting Y2), who will serve as the primary point of contact in calling home. When problems occur, the Head of School will ask the student to identify the reason(s) for the absences, and may refer the student to the MTSS process for intervention and support to improve attendance. The Student Support and Progress Team (see below) may create an attendance action plan that outlines interventions and consequences if attendance fails to improve. The team will then monitor the student’s progress to see if attendance goals are being met or if further action is required. MCMS will provide an individualized support system if absences or truanancies continue.

BELL SCHEDULE AND INSTRUCTIONAL MINUTES

MCMS will offer a regular school day from 8:50 a.m. to 3:34 p.m. In addition, pending funding, students may participate in approximately two hours each day of enrichment and/or tutoring after school.

SAMPLE 6TH-8TH GRADE STUDENT SCHEDULE

	Monday	Tuesday	Thursday	Friday	Instr. Minutes
7:55-8:45	Early Drop-Off: Breakfast, Homework, Potential Enrichment Electives and Free Time				
8:50-9:20	Advisory	Advisory	Advisory	Advisory	30
9:25-10:55	Period 1 – ELA	Period 4 – Math	Period 1 – ELA	Period 4 – Math	90
10:56-11:11	Nutrition	Nutrition	Nutrition	Nutrition	
11:12-12:42	Period 2 – Social Studies	Period 5 – Science	Period 2 – Social Studies	Period 5 - Science	90
12:43-1:13	Lunch	Lunch	Lunch	Lunch	
1:14-1:59	Learning Lab/ Designated ELD	Learning Lab/ Designated ELD	Learning Lab/ Designated ELD	Learning Lab/ Designated ELD	45
2:04-3:34	Period 3 – PE	Period 6 – VAPA Elective	Period 3 – PE	Period 6 – VAPA Elective	90
Instructional Minutes Total					345

	Wednesday – A	Wednesday – B	Instr. Minutes
7:55-8:45	Early Drop-Off: Breakfast, Homework, Potential Enrichment Electives and Free Time		
8:50 – 9:25	Advisory	Advisory	30
9:30 – 10:30	Period 1 – ELA	Period 2 – Math	60
10:31 – 10:46	Nutrition	Nutrition	
10:51 – 11:51	Period 2 – Social Studies	Period 4 – Science	60
11:52 – 12:22	Lunch	Lunch	
12:27-1:27	Period 3 – PE	Period 6 – VAPA Elective	60
1:28 – 3:34	Teacher PD	Teacher PD	
Instructional Minutes Total:			210

MCMS will surpass the required 175 days of instruction for pupils, grades 6-8, and exceed the minimum 54,000 minutes of instruction. The table below shows the number of instructional days and minutes for a typical school year.

Grades	Number of Regular Days	Number of Instructional Minutes Per Day	Number of Early Release Days	Number of Instructional Minutes Per Minimum Days	Total Number of Instructional Days	Minutes Required Per State Law	Total Number of Instructed Minutes	Number of Instructional Minutes Above/Below State Required
6	140	345	40	210	180	54,000	56,700	2,700
7	140	345	40	210	180	54,000	56,700	2,700
8	140	345	40	210	180	54,000	56,700	2,700

PROFESSIONAL DEVELOPMENT

Professional development (PD) will be a critical component of the MCMS school model and program to ensure a collaborative, comprehensive learning program. Teachers benefit most from PD that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice.¹⁵³ Reflective practice will occur in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction.¹⁵⁴

Our teachers MCMS will benefit from extensive PD and collaborative planning time. Specifically, they will engage in:

- **Summer Training:** All teachers will participate in at least ten days of summer professional development.¹⁵⁵ Following Y1, new teachers will receive additional summer training days for orientation.

¹⁵³ Levine, T. H. (2010). [Tools for the Study and Design of Collaborative Teacher Learning: The Affordances of Different Conceptions of Teacher Community and Activity Theory.] *Teacher Education Quarterly*, 37(1), 109-130.

¹⁵⁴ Lieberman, A. (1995). [Practices That Support Teacher Development: Transforming Conceptions of Professional Learning.] *Innovating and evaluating science education*, 95(64), 67-78.

¹⁵⁵ Additional summer PD may be added, especially prior to the initial school opening, for collaborative planning time and focused PD, if additional funds become available. Our budget is conservatively projected based solely on standard revenue streams without any supplemental

- Pupil-Free PD/Data Days: Three in-service days throughout the school year – scheduled directly after the NWEA benchmarks -- are held for teachers to intensively review student achievement benchmark results, collaborate across grade levels and subject areas, and receive additional professional development training as necessary. A fourth PD day/reflection will be held after the last day of school in June.
- Weekly Professional Development: Each week students will be released early on Wednesdays to allow the faculty time to participate in two hours of PD and collaborative time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals.
- New teacher support meetings: Monthly support and development groups for all new first and second year teachers.
- PLCs: Teachers will work in collaborative grade level and/or subject matter PLCs, during common planning time in the bell schedule and weekly early release.

Summer Training at MCMS:

- Mission, Vision, & Core Values
- Charter Petition Review
- NTN Project-Based Learning
- Social-Emotional Learning
- Start Strong Conference (content-specific best practices, student engagement, data-driven instruction, classroom management, and CRT)
- Family Engagement
- Performance Management (instructional coaching, beginning-of-year reflections, and goal setting)
- PLCs
- Technology/Echo/Aeries Training
- NWEA MAP Assessments
- Student Support and Progress Team “SSPT” training/MTSS
- Special Ed. Training/Supporting Students with Disabilities
- Designated and Integrated ELD
- Advisory, Second Step curriculum
- Behavioral system, PBIS, Restorative Justice
- Health & Safety Policies including: Suicide Prevention, Bullying training/Cyberbullying, Mandated Reporter, Blood Born Pathogens Training, Sexual harassment, Discrimination, etc.

While our PD calendar for the school year will be based on specific teacher needs and data, the following is an example of topics that we anticipate will be covered throughout the year:

September	Social Emotional/PBIS NTN PBL Training
October	MTSS Continued Training

discretionary grants or philanthropy. We are optimistic that we will have some success in raising additional funds to support our initial planning and launch. While not guaranteed, our consultant has a 100% track record with more than 75 grants funded from the Public Charter Schools Grant Program (PCSGP) administered by the California Department of Education (CDE); this fall we plan to apply for a grant when the competition is opened again.

November	Trauma-Informed Classrooms UDL, Maslow, Differentiating Instruction PLCs
December	NTN PBL Training Integrated ELD strategies/Reclassification of ELs/Meeting the Needs of LTELs
January	NWEA Map Training Accommodations for 504 students
February	Bullying Videos and training Peer Conflict Resolution
March	Analyzing SBAC Interim Assessment Leveraging Online Learning Tools
April	Small group instruction LCAP goal setting
May	Summative Assessments NTN Training
June	Re-evaluating all yearly assessments and NWEA final results

SUPPORTING STUDENTS WITH SPECIAL NEEDS

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

MTSS aligns entire school-wide initiatives, supports and resources and implements continuous improvement processes at all levels of the system (school-wide, classroom and individual students). Our MTSS program is intended to address the needs of all students, including English Learners (EL), students with disabilities (SWD), as well as vulnerable populations such as students in foster care, experiencing homelessness or socio-economically disadvantaged.

The Charter School will be able to identify low-achieving students and those who may need additional support through frequent benchmark assessment and review of individual student data. Students who are achieving below grade level are recognized through multiple measures such as NWEA MAPs, in-class assessments, online software (Achieve 3000, Duolingo, etc.) and other assessment tools detailed in Element III.

Throughout the school day, by leveraging online learning, small group projects and other small student groups, teachers/advisors, the EL Coordinator (starting in Y3), Counselor, and instructional aides can work with one small group of students or one-on-one while the other students work online, in pairs, or independently. As needed, teachers will re-teach material to small groups (based on real time data from online adaptive software and in-class assessments), provide explicit direct instruction, assign additional practice via online programs and text-based work, and try new strategies and approaches such as alternative curricular resources or new approaches to direct instruction. As needed, students may be referred to before- or after-school tutoring for additional support with teachers, the EL Coordinator and

trained tutors.¹⁵⁶ Parent workshops also will be offered to help parents learn strategies to support their children's learning at home.¹⁵⁷

STUDENT SUPPORT AND PROGRESS TEAM (SSPT)

The SSPT will use a collaborative model to identify interventions for improved student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally. The process will emphasize that early intervention for underachieving and struggling students is a function of our differentiated instructional program.

The SSPT may include, but is not limited to:

- Head of School (required)
- Student's Advisor (required)
- Parent/Guardian (required)
- Student
- Counselor
- Teacher(s)
- Special Ed Teacher
- EL Coordinator¹⁵⁸
- Parent Liaison

The Head of School will engage in regular school-wide data analysis reflections, including reviewing the SSPT caseload by whole school, grade level and student subgroups.

SSPT Referral Process

Any teacher or parent can request an SSPT review of a student's needs for additional support and intervention. The Head of School or his/her designee is responsive for scheduling an SSPT meeting when required participants are available and sends formal notification.

SSPT Meeting

The Head of School or his/her designee will prepare all materials for the SSPT meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents and evidence. The Head of School is the lead facilitator of the meeting, and will ensure all members participate. The Head of School or his/her designee also prepares documentation of the plan the SSPT has devised and schedules the follow-up meeting (4-6 weeks after the initial meeting). All meeting participants that were assigned roles will gather evidence and provide feedback around the interventions and supports listed in the SSPT meeting.

At the follow-up SSPT meeting, the participants review progress and determine next steps.

- If there is progress: the SSPT will celebrate success with parents/guardians (and the student, if present) and determine which interventions/support will be continued and the need for any additional follow-up, or whether the SSPT process can be concluded;

¹⁵⁶ The Charter School will apply for state afterschool funding (ASES) in Year 1; in the meantime, MCMS intends to provide philanthropic support as needed to support a comprehensive after-school program, assuming sufficient funds are raised

¹⁵⁷ It should be noted that while online learning is a part of students' experience at school, homework typically will not require a computer or wifi connection. Teachers will ensure students without wifi or computer access at home have access to what they need on campus, either after-school or, as needed, during the school day.

¹⁵⁸ The EL Coordinator will be a full-time position in Y3; the Head of School or a qualified teacher-designee will serve as EL Coordinator until that time.

- If there is a lack of progress or need for additional follow-up: the SSPT will prepare a plan to continue and/or revise interventions and, as needed, seek expertise from additional personnel, including other leaders or other experts. As needed, the SSPT and parent/guardians will discuss MCMS's student retention policy if the student is at-risk of retention.

The Head of School or his/her designee will update student records with SSPT documentation and schedule another 4-6 week follow-up meeting, if additional action steps are taking place.

SPECIFIC INTERVENTIONS TO CLOSE ACHIEVEMENT GAPS

The SSPT will use a systematic, whole child approach to ensure student's needs are addressed through problem-solving, data-driven decision making, targeted interventions, and ongoing progress monitoring. Seeking to support students in acquiring linguistic, academic, behavioral, and social competencies, and to assist the Charter School in enhancing a collaborative and supportive culture for all stakeholders, the SSPT will emphasize early intervention for underachieving students. The SSPT system and practices, including instruction and PBIS, are aligned by MTSS, a school-wide system of initiatives, supports, resources, and continuous improvement processes.

Our entire educational program is designed to increase student achievement and close historic achievement gaps. In the MTSS model, Tier 1 includes universal support for ALL students, Tier 2 includes targeted interventions for those students who need extra support (based on data), and Tier 3 includes more intensive intervention and support for students who do not demonstrate success with Tier 2 strategies.

Tier 1

In Tier 1, academic, linguistic, behavioral, and social-emotional learning interventions, including PBIS, will provide a school-wide foundation for all students. Students will receive whole child, differentiated instruction and supplementary resources that aide high-quality core instruction, ongoing assessments and/or universal screenings. Through a Universal Design for Learning (UDL) approach, teachers will differentiate instruction through presentation, process, and/or product. To maximize student growth, teachers will add complexity to curriculum, scaffold lessons, pre-assess students to form small flexible groups, employ questioning strategies, and allow for independent study, preview, review, and more. School staff will use predictable routines and clear, positively stated behavioral expectations to actively reinforce appropriate behaviors. At key points throughout the school year and using data-driven decision making, the SSPT will monitor both the effectiveness of Tier 1 instruction and PBIS, and students' response to Tier 1 instruction. Tier 1 includes social emotional functioning supports. When any two to three subsequent assessment measures indicate a student needs more instruction, intervention, and/or SEL support to be successful, Tier 2 services will be provided. Tier 2 supports will be provided at the point the student indicates a struggle, and does not need to wait to adjust the student's individual program.

Tier 1: Universal supports for ALL

- Requires high quality, culturally and linguistically responsive core instruction
- Ongoing assessments
- Incorporates intervention for academic, linguistic, behavioral and social emotional learning as a school-wide foundation for all students (online learning such as Achieve 3000, Edgenuity, Duolingo, Brain Pop!, etc.)
- Includes PBIS and social/emotional curriculum that provide a learning environment that focuses on the whole child

- Differentiation based upon ongoing daily, weekly and monthly formative and summative assessment data and students' varying levels of readiness, interest, background knowledge, language, learning preferences, and the use of responsive pedagogy in addition to the multiple learning styles (re-teach, explicit direct instruction, use of manipulatives and visual cues, etc.)
- Validation and affirmation of students' cultures and home language

SSPT and Tier 1:

- SSPT will monitor effectiveness of Tier 1 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions
- SSPT will monitor and evaluate students' response to effective Tier 1 supports throughout the year
- When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 2 supports are provided

Tier 2

Tier 2 supports will be administered in addition to continued Tier 1 supports within the classroom, and include added time for intervention, smaller group, and one-on-one support for a more targeted, intensive level of support. Tier 2 will employ an evidence-based instructional program qualitatively different than the instructional program in Tier 1. Using data and evidence-based decisions, the SSPT will monitor the effectiveness of, and student response to, Tier 2 instruction. When assessment measures indicate a student needs more instruction and intervention to access the core curriculum, Tier 3 services will be provided. A student will receive no more than two cycles of Tier 2 supports before triggering a new SSPT meeting with the entire team to determine a better course of action. This is to ensure a student does not lose time in a form of instruction that clearly does not serve them well personally.

Tier 2: Targeted and Intensive Levels of Support for SOME

- In addition to Tier 1 supports
- Requires a qualitatively different evidence-based instructional program, approach or strategy
- Additional time for intervention (including Learning Lab and before or after-school tutoring/homework assistance)
- Smaller group size for instruction
- Additional focused online learning lessons
- Intentionally paired peers/small groups for PBL
- Alternative assessments/demonstrations of learning

SSPT and Tier 2:

- SSPT will monitor effectiveness of Tier 2 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions
- SSPT will monitor and evaluate students' response to effective Tier 2 instruction throughout the year
- When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 3 supports are provided

Tier 3

Tier 3 requires daily intervention, and will be provided in addition to Tier 1 and 2 supports. Tier 3 is comprised of highly targeted and intensive interventions for a very small number of students, utilizing a higher level of strategic collaboration and coordination among the generalized and specialized staff providing services to the student. Tier 3 interventions also occur inside the classroom during the school

day and may include afterschool instruction to support closing of the learning gap if the team determines a longer school day is needed. Tier 3 students will have more frequent check-ins for progress looking for both leading and lagging indicators of student improvement, and to make important timely course corrections.

Tier 3: Highly Targeted and Intensive Levels of Support for FEW

- Require daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with Counselor during Learning Lab or other times as needed, more time with instructional aides to help students develop study skills and appropriate behaviors, before- and after-school one-on-one tutoring)
- Require a higher level of strategic collaboration and coordination among the team (general and specialized) providing services to each student

SSPT and Tier 3

- SSPT will monitor effectiveness of Tier 3 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions
- SSPT will monitor and evaluate students’ response to effective Tier 3 supports throughout the year
- When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then additional services may be considered.

PLAN FOR ENGLISH LEARNERS

PHILOSOPHY AND APPROACH TO LANGUAGE INSTRUCTION

The Charter School will comply with all federal, state, and judicial mandates for English Learners, including equal access to the curriculum for ELs, and all requirements for Long-Term English Learners (LTELs) or English Learners at risk of becoming LTELs. Given the demographics of NVUSD middle schools, with a 21% EL student population in the 2020-21 school year, MCMS expects that a significant number of Charter School students will be classified as English Learners, and that the majority of those at the middle school level will be LTELs, though also newcomers and students on their way to timely reclassification. We also recognize that many of our ELs will have complex needs and may be dually-designated as SWD, or foster youth or homeless or other status. We are dedicated to providing these students with an exceptional education and transitioning them into English proficiency through a rigorous integrated and designated English language development program, including providing a dedicated EL Coordinator on staff to help meet these students’ complex needs.¹⁵⁹ We are committed to implementing individualized supports and reclassification goals to account for greater diversity in these students’ proficiency gaps. The following sections detail our ELD program extensively.

ACCESSIBILITY OF CONTENT-AREA CURRICULUM AND INSTRUCTION FOR ENGLISH LEARNERS (ELs)

The Charter School will provide a comprehensive designated and integrated ELD instructional program to meet the grade-appropriate academic goals and language learning needs of every enrolled English Learner, whether they are newcomers, LTELs, Students with Interrupted Formal Education (SIFE) or on

¹⁵⁹ In our conservatively planned budget, we currently have a full-time EL Coordinator joining the staff in Y3. In the event we are able to successfully raise more funds through grants and other support, as detailed elsewhere in this charter, we may be able to hire an EL Coordinator earlier, including on a part-time/consulting basis. In the interim, our Head of School will serve as the EL Coordinator, though he/she may designate some responsibilities to qualified teachers, such as leading a group of designated ELD instruction, or supervising ELPAC testing.

their way to reclassification. Teachers at the Charter School will use the ELA/ELD standards set forth by the California Department of Education to assist in supporting and assessing the progress of ELs. Students of limited English proficiency will receive the same academic content as those students who speak only English, and all instruction will be in English. However, there may be times when primary language support will be provided to students.

MCMS's instructional program for ELs will be planned according to students' assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students will begin ELA instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in ELD during the Learning Lab offered four times per week

During these focused designated ELD sessions students will be grouped homogeneously according to their ELD level, including across grade levels. (See discussion of ELD in the Curriculum and Instruction section above.)

Designated ELD will be implemented during Learning Lab:

- Designated ELD at least three days per week for 45 minutes per session during the Learning Lab.
- Students also may receive one-on-one ELD support during the Learning Lab, or before-or after-school.
- Teachers will use an ELD curriculum aligned to the California ELA/ELD Standards, including *Inside Language* by Hampton Brown, as well as Achieve 3000, Duolingo and similar online programs.
- Small group instruction, workshops, pre-teach, and reteach time.

During integrated instructional time, teachers will employ a variety of strategies to help EL students develop proficiency. ELs will have daily access to the core curriculum and be taught in an English language program (mainstream) with support from the teacher, instructional assistants and/or EL Coordinator (Head of School/or his/her designee in initial years) as needed. This support may be in the form of in-class help, which will help ELs access the core curriculum, and/or small group instruction developed to meet the specific language needs of ELs. Instructional techniques, assessments, materials and approaches will be focused on communicative competence and academic achievement covering listening, speaking, reading and writing skills (aligned with ELD Standards and CCSS) in all areas of the curriculum. ELs will receive EL and core content instruction appropriate for their English proficiency and grade levels.

The Charter School will seek to hire CLAD and BCLAD-certified teachers to serve ELs, with instructional assistants and tutors providing additional support. Our goal is to ensure quality services that enable ELs to attain English proficiency and to have full access to the range of educational opportunities afforded all students. Faculty will receive intensive PD and coaching in working with ELs to meet the CA ELD Standards.

Teachers will employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners):

SIX KEY STRATEGIES FOR TEACHERS OF ENGLISH LEARNERS¹⁶⁰ (PROJECT GLAD)

1) Vocabulary and Language Development

- i) Teachers introduce new concepts by discussing vocabulary words key to that concept.
- ii) Teachers build on student's background knowledge.
- iii) Classrooms reflect a language rich environment (*i.e.*, language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2) Guided Interaction (collaborative learning)

- i) Teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
- ii) Teachers provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
- iii) Teachers group students flexibly, at times working in heterogeneous groups and at times not.

3) Metacognition and Authentic Assessment

- i) Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
- ii) Teachers use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
- iii) Teachers “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.

4) Explicit Instruction

- i) Teachers utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

5) Meaning-Based Context and Universal Themes

- i) Teachers incorporate meaningful references from the students' everyday lives and use them as springboards to interest them in academic concepts.
- ii) Teachers create classroom environments that provide authentic opportunities for use of academic language.
- iii) Teachers provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

6) Modeling, Graphic Organizers, and Visuals

- i) Teachers regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

¹⁶⁰ Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).

SHELTERED INSTRUCTION / SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)

Sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Our teachers will engage in the following practices to support universal access of subject matter content for all students:¹⁶¹

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction for a sixth-grade social science unit on Ancient Greece might proceed as follows:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":

Anticipatory Guide: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied

Flowcharts – Students sequence important events in the development of the Greek culture.

¹⁶¹ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

Cause and Effect Chart – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide - Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (*e.g.*, if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit (*e.g.*, *The Odyssey*) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the Greek culture they feel the quote illustrates.

Additional proven methodologies to help EL students develop English proficiency will be employed throughout the instructional program. Examples of instructional strategies include:

- Cooperative learning
- Thematic teaching
- Scaffolding instruction
- Think/pair/share
- Kinesthetic activities
- Graphic organizers
- Pre-teaching vocabulary
- Labeling items in classrooms and school in different languages
- Manipulatives
- Jigsaw
- Storytelling
- Using culturally relevant materials
- Repetition
- Modeling

ASSESSMENT AND PLACEMENT

MCMS will properly identify, assess, and report on students who have a primary language other than English following the guidelines established under federal law 5 CCR 11306.

IDENTIFICATION OF ENGLISH LEARNERS

In order to identify ELs in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at MCMS. Students whose primary language is not English will be assessed by the EL Coordinator (the Head of School or his/her designee in Y1-Y2) using the English Language Proficiency Assessments for California (ELPAC) Initial Assessment (IA) if he or she has not previously been identified as an EL by a California public school, or if there is no record of prior ELPAC test results on CALPAD. The ELPAC assessment will take place within 30 days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

ASSESSMENTS

Once a student is identified as an EL, he or she will be assessed annually in the spring using the ELPAC Summative Assessment (SA). The English language proficiency of all currently enrolled ELs will be assessed in accordance with the test contractor's directions and Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations identified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The Charter School will notify parents of the Charter School's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content

areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.

- 1 English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Parents will be notified via mail of their child’s ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified.

In addition to the ELPAC assessment, ELs at MCMS will be assessed using the NWEA MAP test in Reading in the fall, winter and spring. Through the NWEA MAP tests, the Charter School will be able to monitor the progress of ELs throughout the school year, and adjust program placement and academic support as necessary. ELs who also have an individualized education program (IEP) or Section 504 Plan will be assessed with ELPAC and MAP, unless an alternate assessment is specified in the IEP or Section 504 Plan. All required accommodations and modifications to assessments will be provided, as specified in the student’s IEP or Section 504 Plan.

Charter School will use annual ELPAC, NWEA MAP and other standardized test data (*e.g.*, CAASPP), teacher observations, and optional parent input to identify ELs, determine their ELD levels, and reclassify EL students as English proficient when appropriate. Annual SAs for students already identified as EL will be administered within the Annual Assessment window.

RECLASSIFICATION

The goal of the Charter School’s English Learner program is to have all EL students progress from English Learner to Reclassified Fluent English Proficient (RFEP).

EL student classification will use the 2012 California English Language Development Standards’ three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4) included above.¹⁶² The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge:

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

¹⁶² California Department of Education. [Summative ELPAC General PLDs.] Accessed on August 29, 2021. <http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.¹⁶³

A student is considered to be eligible for reclassification once the following criteria are met:

1. Demonstrate academic English proficiency on the ELPAC, or an alternate assessment as required by the student’s IEP or Section 504 Plan. The Charter School will follow the recommendation from the State Board of Education to determine proficiency levels.
2. Demonstrate ELA proficiency on one of the following assessments:
 - a. CAASPP ELA - a score of 3-4 for general education students, or a score of 2-4 for SWD
 - b. NWEA MAP Reading assessment - a score in the 50th percentile or above
3. Teacher Recommendations:
 - a. A passing final grade of “C” or better in the most recent trimester
4. Parent Recommendation
 - a. The final criterion is approval by the parent or guardian to exit from the English Learner program, after the student has met the first three criteria.

The EL Coordinator will monitor classroom instruction, update ELD levels in the Student Information System (Aeries), review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification or need for intervention. The Head of School will share the progress and performance of ELs with the teachers and work with them to make the final decision regarding progression to the next ELD Proficiency Level.

PROCESS FOR MONITORING PROGRESS OF ELs AND RECLASSIFIED (RFEP) STUDENTS

The Charter School will closely monitor each EL’s progress and any instances in which a student is not making sufficient progress towards reclassification. Each student will have specific short term goals in their ILPs relating to their progress towards reclassification. EL students’ Advisors will work with them monthly to update their ILP goals, collaborating with the EL Coordinator. As required by ESSA, RFEP students will be monitored for four years following reclassification. The EL Coordinator/Head of School and teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward.

Parents will receive annual written notification within thirty days of receipt of ELPAC SA test results from MCMS. This same written notification will take place for initial assessments. In the notification letter, parents will receive overall assessment scores for ELPAC, a copy of their student’s score report, the latest assurances related to language programs in California, notification of their child’s LTEL or LTEL risk status, and an invitation to a reclassification meeting as appropriate.

¹⁶³ California Department of Education. [California English Language Development Standards: Kindergarten Through Grade 12.] Accessed on August 29, 2021. <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

PERIODIC ASSESSMENT OF EL PROGRAM

MCMS will rely on continuous data-driven instruction to inform strategies for all student groups, grade levels, and academic disciplines. In assessing the English Learner instructional program each year, the Head of School and other school leaders will consider and evaluate a number of factors, including:

- Reclassification rate
- Percentage of students scoring proficient or advanced on ELPAC
- EL and RFEP performance in core subjects relative to their English Only peers
- Fidelity of ELD curriculum implementation
- Input from teachers, the SSPT, and the EL Coordinator
- Parent input, including from the English Learner Advisory Council

The Charter School Board and Head of School will annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPPs, benchmark tests and teacher feedback. If 21 or more English Learners are enrolled, the Charter School will establish an English Learner Advisory Council (“ELAC”) comprised of parents of English Learners, who will meet quarterly with the Head of School (or his/her designee) during the school year to review the EL program and outcomes. In response to the results achieved on these assessments and feedback, the Charter School will identify program areas of needed improvement. These areas will be addressed through professional development both whole school and by grade-level, and through one to one teacher coaching. As needed, curricular resources used may be revised to best meet student needs. Additionally, individual student needs will be identified through the analysis of these assessments and are addressed through targeted intervention.

MONITORING PROGRESS AND EFFECTIVENESS OF SUPPORTS FOR LTELS

Under California law, LTELs are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for more than six years, and have remained at the same English language proficiency level for two or more consecutive years as determined by the state’s annual English language development test. (Ed. Code § 313.1(a)(1).)

As with all other aspects of our program, we believe our student-centered approach will benefit these “hard to serve” students. Based on research such as Dr. Laurie Olsen’s *Reparable Harm*, our classrooms will emphasize oral language as the foundation for literacy, ensuring that *students*, not teachers, are doing most of the talking in our classrooms.¹⁶⁴ Rather than “watering down” content, our LTELs will be provided an accelerated, rigorous approach that gets them on track to proficiency.

Designated ELD time will include monitoring LTELs’ progress by tracking their reading levels and page-read goals in programs like Achieve 3000, Accelerated Reader or Brain Pop ELL. The EL Coordinator will review each LTEL student’s progress towards proficiency at least once each quarter, analyzing both the effectiveness of supports provided and each student’s readiness to reclassify, though informal monitoring will take place on a daily and weekly basis based on myriad assessments, including online adaptive learning programs.

¹⁶⁴ Olsen, L. (2010). [*Reparable Harm Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners*].

MCMS will prioritize resources (*e.g.*, curriculum for ELD instruction) for students at risk of being identified as LTELs and those who already are designated LTEL. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

STUDENT SERVICES AND SUPPORT

Like all students, newcomer EL students and their families will be supported through MCMS's personalized approach. Initial assessments will help identify student and family needs. Spanish fluency is a high priority in our Head of School search, as Spanish is the primary native language of non-English speakers in the community, and we anticipate that many of our teachers and staff will also be bilingual. All home-school communications will be available in both English and Spanish. The Parent Liaison (starting Y2), EL Coordinator (starting Y3), Counselor, teachers and parent volunteers will work to integrate parents/guardians into school life and ensure they have access to online information about their child(ren) through our online SIS, including access via computers on campus and training in using them. The Parent Liaison also will be responsible for ensuring families have referrals to community services they may need such as medical, legal, counseling, food, housing, or other supports.

Like all other students, newcomer EL students will benefit from a highly personalized educational program with differentiated instruction and scaffolded supports. Our engaging, hands-on learning program with cooperative, active learning experiences will benefit newcomer ELs as they learn interactively with their peers, immersed in language. As discussed above, we will employ both integrated and designated ELD strategies with one-on-one support as needed to ensure each EL is reclassified as rapidly as possible.

SERVING STUDENTS WITH DISABILITIES

MCMS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities in Education Improvement Act 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act (ADA) and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR).

MCMS shall be its own local educational agency (LEA) and shall apply directly for membership in a SELPA in conformity with Education Code section 47641(a). MCMS intends to apply for membership in the Los Angeles County Office of Education Charter SELPA (see attached Letter of Support in Appendix H), El Dorado Charter SELPA (application process in June 2022), or another SELPA approved by the California State Board of Education.

In the event MCMS seeks membership in a different state-approved SELPA, MCMS shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

MCMS may seek resources and services (*e.g.*, Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. MCMS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

MCMS will be solely responsible for its compliance with the ADA. All school facilities shall be accessible for all students with disabilities in accordance with the ADA.

SECTION 504 OF THE REHABILITATION ACT

MCMS will be solely responsible for its compliance with Section 504. MCMS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of MCMS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Head of School or other designated site administrator and shall include the parent/guardian, teacher(s), the student (where appropriate), and other qualified persons knowledgeable about the student. The 504 team shall review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for Section 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents/guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 plan. The site administrators shall ensure that teachers include 504 plans with lesson plans for short-term substitutes and that he/she reviews the 504 plan with a long-term substitute. A copy of the 504 plan shall be maintained in the student's cumulative file.

Each student's 504 plan shall be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility. A reevaluation of the student's needs shall be conducted before any significant change in placement (*e.g.*, ten (10) or more days of suspension, expulsion, involuntary removal, exit).

Parents of students with disabilities shall be notified of all actions and decisions made by MCMS regarding the identification, evaluation, or educational placement of their students. Parents shall also be notified of all the procedural safeguards available to them if they disagree with MCMS's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate.

If a parent disagrees with any MCMS's actions or decisions regarding the identification, evaluation, or educational placement of their student under Section 504, they may request a mediation or an impartial due process hearing within 30 days of that action or decision. The parent may also utilize the Uniform Complaint Procedures to file a grievance if they believe that their child has been discriminated against based on the student's disability.

SERVICES FOR STUDENTS UNDER THE IDEA

MCMS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment, and pledges to work in cooperation with the SELPA to ensure that FAPE is provided to all students with exceptional needs. MCMS shall follow SELPA policies and procedures, and shall utilize appropriate SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

MCMS agrees to promptly respond to all SELPA inquiries, comply with reasonable SELPA directives, and allow the SELPA access to MCMS students, staff, facilities, equipment, and records as required or imposed by law.

Notification and Coordination

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

1. IDENTIFICATION

Identification and Referral

MCMS shall have the responsibility to identify, refer, and work cooperatively in locating MCMS students who have or may have exceptional needs that qualify them to receive special education services. MCMS

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

MCMS shall follow SELPA child-find procedures, use the research-based MTSS model, and review already available data (*e.g.* teacher observations, grades, parent input, etc.) to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide FAPE to the student in question. Using these processes and data will help MCMS avoid misidentification of students.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. MCMS shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. MCMS shall obtain parent/guardian consent to assess MCMS students. Parents/guardians will be informed that special education and related services are provided at no cost to them.

Development and Implementation of IEP

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s eligibility for special education. Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

MCMS will be responsible for scheduling, coordinating, and facilitating the IEP meeting. IEP team membership will be in compliance with all applicable law, and will include all of the following members: the Head of School and/or a designated MCMS representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teachers if the student is or may be in a regular education classroom; the student, if appropriate; and other MCMS representatives who are knowledgeable about the regular education program at MCMS and/or about the student. MCMS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, speech therapist, psychologist, resource specialist, and behavior specialist, and shall document the IEP meeting and provide of notice of parental rights.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability, including eligibility, goals/objectives, program, services, placement, and exit, are to be made by the IEP team pursuant to the IEP process. IEPs will contain all of the information required by applicable law.

MCMS shall be responsible for all school site implementation of the IEP. Students with IEPs will be served in the least restrictive environment. MCMS shall provide the parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for MCMS’s non-special education students.

IEP Review

MCMS assumes responsibility for IEP review. The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's needs.¹⁶⁵ Unless specified on the student's IEP, parents will be informed four times a year of their student's progress toward meeting annual goals. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school.

Interim and Initial Placement of New Charter School Students

MCMS shall comply with Education Code section 56325 with regard to students transferring into MCMS within the academic school year. In accordance with Education Code section 56325(a)(1), for students who enroll in MCMS from another school district within the State but outside of the SELPA with a current IEP within the same academic year, MCMS shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time MCMS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into MCMS from a district operating program under the same SELPA of MCMS within the same academic year, MCMS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and MCMS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code section 56325(a)(3), for students transferring to MCMS with an IEP from outside of California during the same academic year, MCMS shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parents, until MCMS conducts an assessment, if determined to be necessary by MCMS, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Procedural Safeguards

Parents/guardians of students with IEPs at MCMS must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

MCMS will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. MCMS will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

¹⁶⁵ Each student who has an IEP also will have an ILP, reviewed monthly with their advisor.

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

MCMS shall develop policies for responding to and resolving parental concerns or complaints related to special education services. MCMS's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Parents/guardians also have the right to file a complaint with the Office of Administrative Hearings or the California Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Due Process Hearings

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

SELPA Representation

MCMS understands that it shall represent itself at all SELPA meetings.

Funding

MCMS understands that it shall be subject to the allocation plan of the SELPA.

2. STAFFING AND PROFESSIONAL DEVELOPMENT

All special education services at MCMS shall be delivered by individuals or agencies qualified to provide special education services as required by applicable law. MCMS shall ensure that all special education staff members hired or contracted by MCMS are qualified pursuant to SELPA policies and applicable law. MCMS shall be responsible for the hiring, training, and employment of staff necessary to provide special education services to MCMS students, including, but not limited to, special education teachers, speech therapists, occupational therapists, behavioral therapists or aides, and school psychologists. The Head of School will be the primary MCMS representative tasked with assuring that students are appropriately identified and referred for special education services, and that all aspects of the IEP and any possible 504 plans are properly implemented.

As discussed in various places throughout Element I, professional development at MCMS will be ongoing and extensive. All appropriate faculty and staff will attend PD necessary to ensure compliance with state and federal special education laws. MCMS will provide staff with training on serving students with disabilities during the summer PD program and during the schoolyear, and MCMS will also seek other PD opportunities facilitated by the District, County Office of Education, SELPA, and/or private companies or agencies. Teachers will also collaborate and share best practices in PLCs and during PD sessions.

3. SELPA MEMBERSHIP

As detailed at the beginning of this section, MCMS shall be its own local educational agency (LEA) and shall apply directly for membership in a SELPA in conformity with Education Code section 47641(a). As detailed above, MCMS intends to apply for membership in the Los Angeles County Charter SELPA, El Dorado Charter SELPA or another SELPA approved by the California State Board of Education.

In the event MCMS seeks membership in a different state-approved SELPA, MCMS shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Academically high-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Advanced students receive individualized instruction in many of the same ways as at-risk students including small group work done in classrooms with teachers, group activities planned by teachers, and focused lessons based on their current academic needs during the Learning Lab period.

Gifted students will be served within the regular classroom program. Teachers at MCMS will use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school's curriculum. Our integrated approach to planning and delivering instruction will be an effective approach for all learners, including gifted students. In the case of gifted students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.

IDENTIFICATION OF GIFTED STUDENTS

MCMS will administer the OLSAT or similar test to determine Gifted or Talented designation for students recommended by their teachers, or upon parental request. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. A score of 95% (90 percent if qualifying for free or reduced lunch) is the threshold MCMS will use for identification as gifted, and 99.9% is the threshold for identification as being highly gifted. Parents and guardians will be informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child in collaboration with teachers.

STRATEGIES TO SUPPORT GIFTED STUDENTS

The multi-disciplinary curriculum ideally will create a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere will build self-esteem, as well as a mutual respect for each other as members of a learning community. MCMS' plan for students who are academically high achieving or gifted will include:

- Differentiated instruction in such areas as math, writing and reading, to meet different student learning levels. Expanded problems and projects may be given to more advanced students.

- Teachers will have the option to provide extra challenges to students as needed, such as more in-depth PBL opportunities, and the Charter School will make available supplemental materials.
- Teachers will provide academic and artistic leadership opportunities for students, such as leadership of group projects.

Once identified as gifted through the OLSAT or other means, teachers will deepen, expand and differentiate course work for GATE children. This will be done primarily through deepening and expanding the curriculum to include opportunities for: divergent thinking, analysis, and logical problem solving. Course work will also be enriched with activities such as posing open-ended questions that require higher-level thinking and modeling different problem-solving strategies such as decision-making and evaluation.

Examples of ways that learning will be deepened and expanded include: accepting ideas and suggestions from students and expanding on them; facilitating original and independent problems and solutions; helping students identify rules, principles, and relationships and taking time to explain the nature of errors. Teachers will also provide gifted and high achieving learners with opportunities for leadership and mentorship.

The social-emotional development of the gifted population can appear as asynchronous¹⁶⁶ and gifted students can exhibit developmental over-sensitivities, specific to children identified or recognized as gifted.¹⁶⁷ Teachers will have awareness and training to support the social-emotional development of the gifted population. Social-emotional competency is integral for gifted learners to express and reach their potential. Supporting students' social-emotional development is embedded into the curriculum throughout the grades, as detailed above. When creating educational programming and when organizing the classroom environment, teachers will give forethought in this process to support gifted learners. Specifically, for gifted learners, teachers will identify individual areas of asynchronous social-emotional development and individualize their expectations of students. As with all other individual students and subgroups, the Head of School and classroom teachers will monitor the progress of gifted and talented students and students achieving above grade level to ensure they are being consistently challenged.

STUDENTS ACHIEVING BELOW GRADE LEVEL

MCMS is committed to ensuring that all students achieve at their maximum learning potential, including students achieving below grade level expectations. Parents/guardians will be notified of student's academic progress through trimestral report cards and student-led conferences, as well as daily access to Echo and Aeries to check on attendance, behavior, and academic progress. Parents/guardians may also request a meeting to review progress at any time. Students will be identified as under achieving or at-risk of low achievement based on:

- classroom performance, including scores falling below the median benchmark (70%) on formative and summative assessments
- CAASPP, NWEA MAPs, IABs, and other benchmark assessments
- Teacher observations
- Parent input
- SSPT recommendations

¹⁶⁶ National Association for Gifted Children. [*Asynchronous Development*.] Accessed on August 29, 2021. <http://www.nagc.org/resources-publications/resources/social-emotional-issues/asynchronous-development>.

¹⁶⁷ Hoagies' Gifted Education Page. [*Dabrowski's Overexcitabilities and Theory of Positive Disintegration*.] Accessed on August 29, 2021. <http://www.hoagiesgifted.org/dabrowski.htm>

Students will be recommended to the SSPT, where appropriate intervention staff, Head of School, teachers, and parent(s) will consult for additional interventions and supports and determine next steps in our MTSS model, as detailed above. Targeted support for students who are academically low achieving may include:

- Small group support (in or out of the classroom)
- Wrap around service interventions such as counseling, occupational therapy, referral to community partners for counseling
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve (embedded into their ILP)
- Behavior Support Plan
- Other program modifications and supports as determined by the classroom teacher
- More frequent parent-teacher communication and parent involvement

In 7th and 8th grades, our looping practice in Science and Social Science allows for the teachers to be with the students for two years, thus the individual relationships built with the students and families will help support students performing below grade level. Also, because the teachers will have this familiarity, there will be an understanding of the student's strengths as well as challenges and supports and interventions can already be in place from the first day of school in 8th grade. This allows for struggling students to feel supported at their individual levels of learning, and this socio-emotional safety net will allow for students to maintain their self-esteem as they progress. ILPs will be instrumental throughout the year and year-over-year as students achieve small and large goals and track and reflect on their own progress and growth, helping motivate them and install confidence.

As detailed above in the section on our MTSS program, classroom modifications also may be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more. As with all other statistically significant subgroups and individual students, the Head of School and teachers will monitor the progress of all students achieving below grade level.

SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Beyond identifying SED students via enrollment forms (*i.e.*, FRPL applications), our teachers and staff all will receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our SSPT will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. We will offer vision and hearing screening for all students, and counseling for students on Medi-Cal. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

Parents will be able to drop-off their children starting at 7:55 a.m. and (budget permitting) through an after-school program until 6:00p.m., both to best serve our students' needs and accommodate working families.¹⁶⁸ Parent education will be a cornerstone of our program, offering parents access to the hands-on learning techniques and courses their students are enrolled in so that they can both support their children's learning at home, and also obtain new skills to support lifelong learning.

If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as ELs, MCMS will utilize strategies described in other sections of this petition. As with all other statistically significant subgroups and individual students, the Head of School and teachers will monitor the progress of all SED students through multiple measures of academic and social-emotional growth as detailed throughout this petition.

STUDENTS IN OTHER SUBGROUPS - FOSTER AND HOMELESS YOUTH

Homeless and foster children shall have access to necessary educational and support services that will afford them the opportunity to meet the same challenging State academic standards as all students enrolled at the Charter School. As detailed in Element VII below, MCMS will offer preference for foster youth and homeless youth to facilitate their access to MCMS' personalized, supportive school program. MCMS seeks to address the needs of homeless and foster youth by providing direct services at the school site as well as referrals to community organizations with resources to address their needs. Each year, the Student Residency Survey will be sent to all families. Foster and homeless youth are identified through this survey. MCMS will also adhere to all state and federal policies related to foster youth. Other ways Charter School will screen for homelessness is through drop in academic performance, hunger, and fatigue. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. MCMS will screen for foster youth through a process that includes examining the following: possible visits from social services; non-parent enrolling student in school; home arrangements (group home).¹⁶⁹ Relevant teachers, administrators, and special education staff will provide homeless and foster youth with the same rigorous level of progress monitoring as any other student at the Charter School.

ROLE OF THE HOMELESS AND FOSTER YOUTH LIAISON

The Head of School will serve as the LEA Homeless and Foster Youth liaison. The liaison will ensure that:

- Homeless children and youths are identified by school personnel through outreach and coordination with other agencies
- Homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, school
- Homeless families, children, and youths have access to and receive educational services for which they are eligible
- Homeless families, children, and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

¹⁶⁸ MCMS will apply for ASES funding after Year 1 to support the after-school program. For Year 1, we are optimistic we will be able offer to after-school with both enrichment programs and academic tutoring and support, leveraging staff resources and trained parent/community volunteers, but this will depend on additional funding.

¹⁶⁹ As detailed above, all staff will receive comprehensive training on identifying students in need, which will include updating records and communicating with other faculty/staff when a student becomes homeless (including moving in with another family) during the year.

- The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
- Public notice of the educational rights of homeless children and youths is posted in main office
- Enrollment disputes are mediated according to law
- The parent or guardian of a homeless child or youth, and any unaccompanied homeless youth, is fully informed of all transportation services, including transportation to the school of origin
- Maintain documentation and accurate records of interventions.

CASE MANAGEMENT SERVICES

The Charter School’s Counselor will also provide case management services, which refer to a collaborative process between the counseling team and family to provide assessment, care coordination, and advocacy for options and services to meet an individual's and family's needs through communication and available resources. Case management services may include:

- Communicating with Foster Youth caseworker
- Supporting families with accessing the Homeless Family Solutions Systems (HFSS) by calling 211 or referral to a Family Solutions Center (FSC)
- Referrals for mental health, domestic violence, legal services, food banks, etc.
- Checking in with student to provide counseling support, if needed
- Supporting family with access to computer and wi-fi access
- Communicating changes in residency status to Homeless Liaison for updating records.

Our intervention program will provide support to students and their families depending on the needs of the student, including counseling, and referrals to outside resources.

Foster youth struggling in school may receive poor grades, have difficulty understanding the content, and often do not complete assignments. These students can be referred to the SSPT process to determine the individual supports and interventions needed to help them succeed in their classes.

MCMS will adhere to the McKinney-Vento Act and provide all required supports to its homeless youth.

Students in all subgroups will be monitored through performance on state assessments, internal benchmark exams, and grades. Continued support will be provided to students based on their performance on each indicator. As with all other statistically significant subgroups and individual students, the Head of School and faculty will monitor the progress of all these students.

ELEMENT II. 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

MCMS will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(d)(1), 60605. MCMS will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, and will continue to as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE PUPIL OUTCOMES: STATE PRIORITIES UNDER LCFF

As instructed, please see table in Element I under *The Requirements Of California Education Code § 47605(c)(5)(A)(ii)*. As noted above, MCMS will complete our first LCAP by June 30, 2022, prior to school opening, with stakeholder input and Board of Directors approval.

SCHOOL OUTCOME GOALS

The goals included in our LCFF table in Element I are directly aligned with the skills, knowledge and attitudes we seek to develop in our students, as detailed throughout Element I. In addition to meeting and exceeding state averages on state-mandated testing (CAASPP, CAST), MCMS has incorporated goals relating to attendance/chronic absenteeism, suspension/expulsion, parent engagement metrics and stakeholder surveys, among other things, to measure and track factors such as student and family engagement in school life and SEL development. Our “whole child” approach to student learning and development is captured in the goals we have and will set across the eight state priorities (and numerous subparts).

STUDENT ACADEMIC ACHIEVEMENT

As stated in the Element I LCFF table, at this time, MCMS is not setting disparate goals for our schoolwide learner outcomes and specific subgroup learner outcomes. We realize that there may, in fact, be achievement gaps between different subgroups. Our approach and attitude, however, is that all students will be able to meet our high expectations for achievement. In the event that the data from Year 1 indicates any gaps, we will then set specific growth targets (including in the LCFF annual update) based on this actual data, with the goal of ensuring that no subgroup of students is less than 80% of the achievement level of the schoolwide performance.

We also note that as a small school, we may well have students who are members of different subgroups, but the population of that subgroup is not “statistically significant” under California standards. As a school focused intently on the individual and personalized education of each student, each and every student will design individual learning goals in their ILPs (in collaboration with teachers and parents) that are

intended to ensure they are meeting our rigorous expectations for learning. As detailed in Element III, below, our Head of School and faculty will continuously review student achievement data and identify any students who are in need of additional or alternative interventions and supports through our MTSS model.

HOW STUDENTS WILL MEET COMMON CORE STATE STANDARDS

As detailed throughout Element I, MCMS students will meet CCSS, NGSS and other learning outcomes through our individualized learning model that features project- and problem-based learning, and social-emotional learning. While the content that students learn will be the same grade-level standards as any public school in California, the means by which students master this content at MCMS will be engaging and dynamic, and differentiated to meet individual student needs. Through problem- and project-based learning, students will engage in self-directed and peer-collaborative inquiries and explorations of learning, including interdisciplinary activities that demonstrate how subjects interact and overlap in the “real world.” Online, blended learning will offer students “just-right” practice and skill/content mastery with highly personalized, adaptive learning that adjusts to students’ individual needs. These programs will provide real-time daily data for teachers to review which content strands may need reinforcement, including re-teaching and direct instruction. A variety of assessment tools will enable diverse students to show their learning in myriad ways, from written work to project rubrics to publisher and teacher-created tests and quizzes. Finally, our comprehensive social-emotional learning emphasis will permeate the program and ensure that students are mentally and emotionally prepared to learn and grow developmentally as they learn key character skills and habits that will serve them well throughout high school and into college.

ELEMENT III. METHODS OF MEASUREMENT

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

METHODS FOR EVALUATING THE MCMS OVERALL EDUCATIONAL PROGRAM

MCMS affirms that its methods for measuring pupil outcomes for the eight state priorities shall be consistent with the way information is reported on a School Accountability Report Card in accordance with Education Code section 47605(c)(5)(C).

MCMS will utilize specific measurable outcomes and assessment tools to track students’ performance progress and provide key data about the efficacy of MCMS’ academic program. This data will be used to drive decisions about overall program development, as well as informing ongoing curriculum modifications and allocation of resources. MCMS’ Head of School, staff and teachers are held accountable by the Charter School Board of Directors for meeting student outcome goals.

As detailed fully below, instruction at MCMS will be data-driven, with everyone throughout the organization accountable for student achievement results. The faculty will work with the Head of School to assess the efficacy of the overall curricula, assessments and varied instructional strategies. The Head of School will report on student achievement data to the Board of Directors at the end of each trimester on a formal basis, with more informal updates provided at every Board meeting. The annual LCFF update and goal setting process will facilitate detailed analysis by the Board of the Charter School’s progress towards specific annual goals, with the Board allocating resources in the annual budget based on specific defined needs.

MEASURING PUPIL PROGRESS TOWARD CCSS USING STATE-REQUIRED ASSESSMENTS, AND OTHER ASSESSMENT TOOLS

The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments (aka CAASPPs) and California Science Tests (CAST), as well as alternative assessments for qualifying students with disabilities (CAA). CAASPP/CAST/CAA data will be used at the beginning of each year during summer PD to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness.

MCMS also will use the Smarter Balanced Interim Assessments to support teaching and learning and preparation for the CAASPPs. The Smarter Balanced Interim Assessments¹⁷⁰ are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Computer adapted NWEA MAP testing will be utilized to measure student progress three times a year. As explained above in Element I, students who are achieving substantially below grade level are identified through multiple measure assessments including MAP tests, sample Smarter Balanced Interim

¹⁷⁰ <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>

Assessments (as provided by the CDE), and publisher and teacher-designed assessments. For students achieving substantially below grade level, we will use educational materials that provide review and re-teach programs such as Achieve 3000 that allow teachers to monitor and ensure student mastery.

Teachers will also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics. Individual and team projects will be evaluated using NTN and other rubrics.

Assessment	Purpose	Grade	Timeline
Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.)	Measure standards mastery across all courses/subjects.	6-8	Daily and/or weekly
Publisher-Designed Assessments (including NTN)	Assess mastery of unit/lesson content.	6-8	End of unit/end of trimester or year.
CAASPP	State Criterion-Based Assessment in ELA and Math	6-8	In May
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	6-8	In May
CAST Science	State Criterion-Based Assessment in	5, 8	In May
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	6-8	Beginning, middle and end of year
ELPAC	Measure language acquisition	6-8	Initial Assessment: within 30 days of enrollment Summative Assessment: February to May
SBAC /Interim Assessment	To support teaching and learning throughout the year	6-8	Throughout the year
FitnessGram Physical Fitness Test	Assess Students Fitness and Physical Health	5, 7	February to May

DATA ANALYSIS AND REPORTING

As discussed extensively in Element I, in our MTSS model, teachers use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. Echo and Aeries will give teachers real-time access to data that will help them effectively meet the needs of all students. The database also will make it possible for MCMS to track student demographic information, grades, attendance, behavioral data, PD and coaching in areas of need.

MCMS' Head of School and faculty will continuously analyze data both to assess individual student growth and progress over time and students' specific needs for differentiation (including re-teach, additional practice, tutoring, differentiated strategies, etc.), as well as to determine trends, significant changes, and anomalies. The Head of School will review whole school, grade level, subgroup, and classroom/teacher data. This will include state test data, NWEA MAP data, as well as ongoing in-class performance data. Following each administration of NWEA MAPs, we will have pupil-free data days for all of the teachers to collaboratively review the data and collaboratively plan interventions, supports and curriculum for specific students.

The Head of School will analyze assessment data at least monthly to determine PD and coaching needs for faculty. During summer PD, teachers will learn how to use Echo and Aeries as well as a variety of online curricula/assessment tools that will offer real-time, standards-aligned information that helps drive instruction. Faculty will be trained during summer PD and early release days throughout the school year to collaboratively review student achievement data, interpret standardized test data and interim benchmark data, and engage in critical analysis of all assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to meet their students' individual needs.

Advisors will be responsible for monitoring data from all classes for their advisees, and will conduct one-on-one check-ins with each student monthly to review the data and update (as needed) ILP goals. Advisors will help students problem-solve when issues arise, determine if additional supports might be needed, understand why issues are occurring and more, referring students to the MTSS process as needed. As discussed in Element I, Advisor/teachers will collaborate in PLCs, ensuring each student has an engaged "advocate" on campus who knows him/her well, is actively tracking his/her data and progress, is communicating with his/her teachers and collaborating with them to discuss the most effective strategies for that student, and more.

Each teacher also will be responsible for monitoring the students in their classes and ongoing performance, noting any changes in student performance (*i.e.*, a sudden drop in performance), and continuously differentiating instruction to meet student needs. As discussed in Element I, teachers will receive continuous PD and coaching and weekly "early release" sessions in using data to drive instruction and social-emotional learning strategies.

Data analysis will also include attendance, behavioral issues, referrals to the MTSS process and efficacy of that process (% who "complete" MTSS at the first 4-6 week follow-up, % who are referred to the next Tier of intervention, etc.), data about individual and group counseling services and more. School leaders and staff will use this data analysis to address challenges and areas of improvement.

MCMS WILL SHARE ASSESSMENT RESULTS WITH THE COMMUNITY

We will regularly report on and distribute information about the Charter School's progress to all stakeholders, including summary data showing student progress toward the school's goals and outcomes, and dissemination of the School Accountability Report Card (SARC). Annual stakeholder survey results will be disseminated to the entire school community as well. Access to information and transparency will be key for all stakeholders. Parents/guardians will have real-time access to their child's grades, attendance and other metrics via the Aeries and Echo systems. Computers will be available on campus, along with training with the Parent Liaison (or another staff member or trained parent volunteer prior to the hiring

of the Parent Liaison), for parents who do not have computer access at home.

The SSC and ELAC will be responsible for monitoring student achievement data (in the ELAC's case, relating to the performance of ELs specifically), and making recommendations to the Head of School and Board. The SSC and ELAC will also facilitate gathering stakeholder input during the annual LCFF update, goal-setting and resource allocation/budget process. (See Element IV for more information about the SSC and ELAC.)

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

The primary purpose for grading is to provide feedback to students and parents/guardians on the achievement of learning goals. Students will receive formal report cards at the end of each trimester, and parents can also access daily feedback on assignments, look at students work in their portfolios, and more on Aeries and Echo. Teachers share students' academic, social, emotional, and physical progress with parents. Student-led conferences (SLCs) with teachers and parent/guardians will be held twice each year, at the end of the first two trimesters. End-of-year report cards are mailed home and include final grades that are reflected on a student's transcript.

As noted in Element I, throughout the year, students will compile **portfolios** of their work that they believe are representative of their accomplishments and progress. Their teachers will guide them in selecting representative samples, and in presenting this work during their SLCs.¹⁷¹ The portfolio work will product represent a sample of students' accomplishments, academic progress, interests, and reflections over the trimester. Teachers will guide students in rubrics for portfolio assessments at the of each trimester: in addition to content, portfolio assessments will allow for the assessment of more complex learning skills such as critical thinking, problem solving, communication, and agency, in alignment with the rubric for that course. Portfolio review will also allow a teacher to understand the student's growth over time versus their performance on a given day. MCMS will use an online student portfolio for organizing and archiving student achievements from each grade; this will allow students to reflect on their own growth over time as they see how far they have come from early 6th grade to the end of 8th grade.

Before each SLC, teachers also will guide students as they reflect on their learning successes, challenges, and goals, create new goals in their ILPs moving forward, and prepare to lead their family member(s) and teachers through that work. Class instruction will allow preparation time for SLCs, so students are ready for the conference and derive meaningful learning from the experience.

At SLCs the student will review a self-reflection of their own learning and achievement of goals detailed in their ILP over the trimester, sharing and discussing test scores, samples of projects and schoolwork and demonstrating areas in which they have achieved success. They also will discuss areas they have identified in their ILP for improvement and their new goals going forward. At these meetings, home and school strategies will be discussed so that the student has the best chance of continuously improving his/her performance.

¹⁷¹ As detailed in Element I, students will have frequent opportunities to share their work – such as reciting poems or short works they have written; presenting research projects they have done with their peers which may include dramatizations, visual art or other media – at times to their classes, and even to the entire school during assemblies. Parents will be invited to assemblies that include “celebrations of learning” to see their child(ren) celebrated.

Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Faculty will work with the Head of School to develop specific and consistent weights for each component, to be shared with parents and students.

MCMS will follow a standard scale to assign letter grades for trimester work. Grading is based on a 4.0 (unweighted) scale.

Report cards also will contain narrative sections where teachers detail examples of a student's level of development and mastery based on observations, student-work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments. Report cards act as a teacher's commentary on a student's holistic accomplishments, performance, and growth areas for a given trimester, and students will have an opportunity to comment and reflect during their SLCs.

RETENTION

Despite various interventions and extra supports, if students are still far below grade level, another possible intervention is retention. Parents/guardians will be an integral part of the decision making process for retaining their child through the SSPT meetings and in written reports of student progress. Parents/guardians will be informed about the possibility of retention by the end of March. Although parents will be informed throughout the process, the final decision for retention rests with the Head of School.

ELEMENT IV. GOVERNANCE STRUCTURE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

NONPROFIT PUBLIC BENEFIT CORPORATION

MCMS will be a direct funded independent charter school operated by the Napa Foundation for Options in Education (NFOE), a California Nonprofit Public Benefit Corporation with 501 (c)(3) status from the IRS, pursuant to California law. The Charter School will be governed by the NFOE Board of Directors (Board) in accordance with California Education Code sections 47604 and 47604.1, and other applicable California law, the NFOE Bylaws, and the terms of this charter. Copies of the Articles of Incorporation (with Draft Amendment that will be filed upon charter authorization), Bylaws (with Restated and Amended Draft Bylaws that will be approved by the Board upon charter authorization) and Conflict of Interest Policy are included in Appendix E.¹⁷² Upon approval of this charter petition, the NFOE Board will revise its bylaws accordingly to reflect compliance with this Governance Element and all laws applicable to Board governance (e.g., meetings in accordance with the Brown Act). A Draft of those proposed Bylaws is included in Appendix E. The Board delegates school management such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy to the Head of School of MCMS and lead school site staff.

LIABILITY FOR DEBTS AND OBLIGATIONS

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

MCMS SHALL BE ITS OWN LOCAL EDUCATION AGENCY (LEA) FOR SPECIAL EDUCATION PURPOSES

As detailed in Element I, MCMS will be its own Local Education Agency (LEA) for purposes of providing and funding special education. MCMS plans to join the Los Angeles County Office of Education (LACOE) SELPA, El Dorado Charter SELPA, or another suitable state-approved SELPA.

MCMS BOARD OF DIRECTORS' SELECTION

The Founding Board will have five (5) directors, each with diverse experience and expertise, as described in the Executive Summary above and summarized below:

Name	Current Professional Title and Organization	Expertise or Experience
Jolene Yee, Esq., <i>Board Co-President</i>	General Counsel and Vice President - Government Affairs, Delicato Family Wines	Legal, Business Management, Leadership, Organizational

¹⁷² Upon charter authorization, the Board will adopt of Conflicts of Interest Code as well.

		Development and Strategy, Curriculum Development, HR/Employment Law, and Governance
Lauren Daley, <i>Board Co-President</i>	Senior Vice President, Chubb Group	Business Management, Leadership, Non-Profit Management and Governance, Organizational Development and Strategy, and Administration
Claire Silver, <i>Board Secretary</i>	Former Winery Owner/President	Family and Community Outreach, Parent Engagement, Organizational Development and Strategy, and Administration
Richard Lang, <i>Board Treasurer</i>	Accounting and Finance Professional, Recently Retired	Accounting, Finance, Internal Controls, Human Resources, Systems, Relationships Management
Claudia Solorio, <i>Board Member</i>	Licensed Clinical Social Worker	Mental Health and Family Support Services; Family and Community Outreach; Parent Engagement

Our diverse Board has decades of combined experience in a range of areas of expertise to fulfill the mission and vision of the Charter School, including global business, law and governance, accounting and finance, non-profit management, mental health services, community development and engagement, parent engagement, business management, leadership development, and more. We are proud that our Board is reflective of the community MCMS will serve: one of our directors is Latina, one is Asian, and four are female.

The authorized number of directors on the Board shall not be less than five and not greater than nine, with the exact number to be determined from time to time by the Board. Pursuant to California Education Code section 47604(c), the District has the right to appoint a single representative to the Board. In the event the District does appoint a representative to the MCMS Board, the Board may seat another director in order to ensure an odd number of directors for voting purposes.

The standard term for new Board members shall be two years and until a successor is elected, with no term limits. Initial Board members' terms will be staggered to establish continuity and sustainability. In the event that a Board member resigns or is removed from office prior to the expiration of that Board

member's term, his/her successor shall complete the rest of that term. The Board Secretary shall be responsible for maintaining a current roster of Board members and their individual term of service.

MCMS will strive to maintain a balanced composition of Board members with diverse skills, experience and perspectives that can contribute to effective school governance as well as MCMS' mission. Consistent with this charter and the Bylaws, the Board may add Board members whenever it deems the addition of another member will further the Board's ability to fulfill its responsibilities and/or the mission of the Charter School. Candidates for a new Board position will be reviewed on an application and interview basis and may be nominated by any member of the school community. With the exception of the initial Board, directors shall be elected by a majority of Board members present at a meeting at which a quorum is present. (See below for information about Board meetings.)

ROLE OF STAKEHOLDERS IN THE GOVERNANCE STRUCTURE OF THE SCHOOL

MCMS believes that stakeholder involvement and collaboration is essential to the success of the school. MCMS will establish a **School Site Council (SSC)** that includes teachers, parents, and classified employees, elected by their peers, as well as the top two 8th grader elected leaders of the ASB (*i.e.*, President and Vice President, or Co-Directors) that will work with the Head of School to develop, review, and evaluate school programs, policies, and activities, including Title I programs and budgets (if applicable). The SSC also will participate in MCMS's annual reflection, review and goal setting process for the LCAP. In the event the Charter School operates a program that requires a School Plan for Student Achievement, the Charter School will ensure that the SSC meets the composition and selection requirements of Education Code section 65000(c)(1) and will be comprised of the Head of School, teachers, staff members, and parents or community members. The SSC's major responsibilities may include:

- Facilitate parent engagement in reflections and goal setting, including the annual LCAP process and School Plan for Student Achievement, and provide recommendations to the NFOE Board
- Regularly monitor school expenditures and implementation of stated plans
- Participate in all local, state, and federal reviews of the Charter School's program for compliance and quality
- Annually evaluate MCMS's progress towards meeting stated goals.
- The SSC will meet at least monthly during the school year

The English Learner Advisory Committee (ELAC) will be formed at MCMS when the Charter School has 21 or more EL students. The purpose of the ELAC is to provide recommendations to the Head of School regarding programs and services for EL students. Recommendations will be based on student performance data, parental involvement data, and other relevant data such as school attendance. These recommendations may also be used by the SSC in the School Plan for Student Achievement. ELAC membership will include: Parents of ELs (at least the same percentage of the committee membership as their children represent the student body), and Charter School staff and/or community members (such as the EL Coordinator, when hired) as long as the minimum percentage requirement for EL parents is maintained. The ELAC will participate in EL goal setting and evaluation of achievement and needs (including the LCAP).

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Charter School also will engage all stakeholders to include parents, teachers, staff and administration in the annual development and review of the LCAP. The Charter School's LCAP will show parents how our annual goals are tied to our budget. In accordance with California Education Code section 52064.1, the Charter School's LCAP will attach an annual budget overview for parents that uses understandable and accessible language. MCMS will comply with Education Code section 47606.5 regarding the process for adopting and amending its LCAP, including the requirements to hold at least one public hearing to solicit recommendations and comments from members of the public and to post the LCAP on the homepage of the school's website.

UNIFORM COMPLAINT PROCEDURE

The Charter School will provide annual notice of its Uniform Complaint Procedures to students, employees, and parents/guardians, and copies will be available in the school's main office and/or on the website. For complaints that are outside the scope of the Uniform Complaint Procedures, the relevant complaint process will be communicated via the Employee Handbook, the Student/Family Handbook, the website, or other appropriate means.¹⁷³

METHOD FOR CONDUCTING BOARD MEETINGS

The Charter School will comply with the Ralph M. Brown Act and the additional Board meeting requirements under Education Code section 47604.1, as added by SB 126 (2019); Board members will annually receive Brown Act training from outside legal counsel or other qualified experts. MCMS Board members will hold regular Board meetings monthly during the school year and schedule additional special meetings as needed. Board meetings will generally take place at the school site or, if necessary, an alternative location within the District as set forth in the meeting agenda.

Board meeting notices will be posted electronically and in print as required by the Brown Act, and to provide the greatest possible public access to the Charter School community and the community at large. Prior to the beginning of each school year, the Charter School administration will propose an annual calendar of regularly scheduled Board meeting dates for approval by the Board. The annual Board calendar and meeting agendas will be posted on the MCMS website. Print notices will be posted at the main entrance to the school site or, if necessary, in an alternative location that is freely accessible to members of the public. Agendas for regular meetings will be posted at least 72 hours in advance of the meeting, and agendas for special meetings will be posted at least 24 hours in advance of the meeting. The public Board packet will be available electronically or at the Charter School's main office or, if necessary, another location designated for this purpose. Board meeting minutes will be recorded by the Board Secretary or his or her designee according to the following process: 1) minutes taken at Board meetings, 2) approval of the minutes agendaized on a subsequent Board meeting agenda and draft minutes included in the Board agenda packet, and 3) final Board approval.

¹⁷³ Appropriate handbooks will be developed following charter authorization by the Head of School, working closely with outside legal counsel and other experts and approved by the NFOE Board.

BOARD BYLAWS AND DECISION-MAKING PROCEDURES

The Board will not take action without a meeting. All actions taken by the Board members and its deliberations will be conducted in compliance with the Brown Act.

A majority of the Board members then in office shall constitute a quorum, as set forth in the Bylaws.

The actions done and decisions made by a majority of the Board members present at a meeting duly held at which a quorum is present will be the actions and decisions of the Board, except when more than a majority vote is required for certain actions under the Bylaws or applicable law.

Any Board member may abstain from a vote. Abstentions will not reduce the number of affirmative Board member votes required for the Board to take action.

Although Board members will make efforts to attend all meetings, MCMS may utilize teleconferencing or online meetings provided that all Brown Act requirements for attendance by teleconference are satisfied, including:

- The agenda will be posted at all teleconference locations;
- Each teleconference location will be identified on the agenda;
- Each teleconference location will be accessible to the public;
- At least a quorum of Board members will participate from locations within Napa County;
- All votes will be taken by roll call; and
- The agenda will provide an opportunity for members of the public to address the Board from each teleconference location.

METHODS FOR HOLDING THE GOVERNANCE STRUCTURE ACCOUNTABLE TO STAKEHOLDERS

MAJOR ROLES AND RESPONSIBILITIES

One way in which we will hold the governance of the Charter School accountable is by having clearly defined roles and responsibilities.

BOARD OF DIRECTORS

The Board will be responsible for governance of the Charter School, including the responsibility to:

- Promote and guide the vision and mission of the Charter School
- Monitor student achievement to ensure progress toward fulfillment of the Charter School's mission, vision, and goals
- Hire, supervise, and evaluate the Head of School
- Approve major contracts, as defined in the Charter School's fiscal policies and procedures
- Approve and monitor the Charter School's LCAP, annual budget, budget revisions, and interim and unaudited financial reports
- Approve and amend Bylaws and Board policies
- Contract with an auditor to produce the annual independent financial audit

- Approve annual independent financial audit report
- Establish operational committees as needed¹⁷⁴
- Engage in ongoing strategic planning
- Approve the schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve requests for charter petition material revisions and renewals as necessary to the District for consideration
- Ensure compliance with all applicable laws, including but not limited to the Ralph M. Brown Act, Public Records Act, Political Reform Act, and Government Code section 1090.

HEAD OF SCHOOL

The Board shall hire and supervise the Head of School, who shall have day-to-day general supervision, direction and control of the affairs of MCMS, and such other powers and duties as the Board may prescribe. The Head of School shall not be a Board member but will generally attend all Board meetings.

The Head of School will be the operational and instructional leader of the school, responsible for recruiting, hiring, supervising, training, evaluating and as necessary, disciplining and terminating all staff. He or she will be responsible for supervising and coaching all instructional staff, developing and implementing curriculum and assessments, and monitoring student achievement data including disaggregated data by subgroup, grade level, class and more. S/he will work to ensure the fulfillment of the Charter School’s mission and vision. He or she will be responsible for school compliance with all state, county and District requirements, reporting directly to the Board. He/she will be the primary liaison to parents and community partners, and lead establishment of a positive school culture. He/she will implement policies approved by the Board and work to fulfill the mission and vision of the school, and towards accomplishment of short- and long-term towards for student and school success.

As detailed above, all stakeholders will engage in annual review of progress towards stated goals in the LCAP. MCMS also will post the annual SARC.

METHOD FOR RESOLVING CONFLICTS OF INTEREST FOR THE BOARD

MCMS has adopted a Conflict of Interest Policy that complies with the Political Reform Act (see Appendix E). Upon charter approval, MCMS will adopt a Conflicts of Interest Code. MCMS will also comply with the Public Records Act and all applicable conflict of interest laws, including those under Education Code section 47604.1 and the Corporations Code.

¹⁷⁴ We note that while the MCMS Bylaws include a mechanism for the establishment of Board committees, as a small Board with just five directors we do not at this time foresee forming any Board committees. In the event Board standing committees are established, they will follow the requirements of the Brown Act and other applicable requirements of California law and the MCMS Bylaws.

ELEMENT V. STAFF QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). The Head of School shall hold an administrative services credential. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

QUALIFICATIONS OF SCHOOL EMPLOYEES

MCMS shall recruit professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its mission statement and vision. The Charter School will adhere to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony, a sex offense, or a controlled substance offense. All employees must furnish or be able to provide:

- Risk assessment or examination for Mantoux tuberculosis (TB)
- Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. Prior to the first day of work for every employee, MCMS will process all background checks through the Department of Justice and ensure appropriate clearance.
- Documents establishing legal status to work in the United States.

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by MCMS. General job descriptions will be developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff. The following descriptions of the responsibilities and qualifications for each position we anticipate at this time.

HEAD OF SCHOOL

The Head of School will be responsible for the day-to-day instructional and operational management of the school. He/she will oversee, embody, and advocate for the mission, vision, and strategic direction of MCMS. The Head of School will be passionate and completely dedicated to the MCMS mission and will have a steadfast belief that all students deserve an excellent public education emphasizing PBL and SEL to prepare students academically and emotionally for high school. The Head of School will have an unwavering belief that all students can achieve at the highest levels and can overcome challenges in a supportive school that is designed to meet students' individual needs. The Board shall hire and supervise the Head of School, who shall have day-to-day general supervision, direction and control of the affairs of MCMS, and such other powers and duties as the Board may prescribe. The Head of School shall not be a Board member but will generally attend all Board meetings.

The primary roles and responsibilities of the Head of School shall include/but are not limited to:

Instructional Program

- Oversee adherence to the Charter School's philosophy, mission, and vision and serving as the chief administrator and instructional leader of the Charter School.
- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Hire, supervise, and evaluate the faculty and school site staff.
- Observe and provide feedback for classroom observations.
- Design and review professional growth plan goals.
- Facilitate weekly professional development/staff meetings, summer PD and pupil-free PD days.
- Develop and implement a plan that ensures high levels of student achievement for all students and includes: benchmarks, assessments, classroom data, parent and student feedback.
- Develop and implement a plan to address students who are struggling through an MTSS model.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Provide individual student support by designing and evaluating ILPs, student intervention plans, attending IEP's, and designing a process for measuring and monitoring individual student growth both individually (including the MTSS process) and schoolwide/subgroup.
- Develop a plan based on the vision of the desired strong, positive, results-oriented school culture of MCMS that fosters strong relationships and meets the needs of all stakeholders (students, parents, and teachers) as it pertains to the MCMS culture,
- Lead via assessing and developing processes for continuously improving the MCMS school climate and culture.
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook.
- Conduct conferences about student and school issues with parents, students, and teachers.
- Use appropriate and effective techniques to encourage community and parent involvement, collaborating with the Parent Liaison.
- Plan, facilitate, and attend school functions (in collaboration with Counselor, Parent Liaison and other staff) such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Operational Functions

- Make reports to the Board on all facets of Charter School operations; advise the Board on the need for new and/or revised policies and making policy recommendations based on data and input from stakeholders and expert consultants (back-office, legal, etc.); collaborate with the Board in strategic planning and goal setting for the Charter School including preparing the initial LCAP and annual updates; provide input on the Board meeting agenda and help to ensure compliance with the Brown Act, Conflicts policy/code and other applicable laws in conjunction with the Board Co-Presidents.
- Develop the annual Charter School budget (including the LCAP) and any necessary revisions in collaboration with the administrative team, back-office services provider and stakeholders, and submit to the Board for review and approval.
- Oversee operating budgets (as approved by the Board) and continuously review financials including cash flow; seek and identify sources of income and funding resources for the Charter School.
- Approve all purchase orders and contracts up to \$5,000, subject to Board-approved policies.
- Serve as the point person with NVUSD, County, State and other governmental entities/community partners, ensuring effective communication and timely reporting.
- Report to the chartering agency when required.
- Attend District Board meetings as necessary and serving as the Charter School's primary contact with District representatives.
- Oversee legal matters in coordination with MCMS legal counsel and any outside consultants.
- Ensure compliance of the Charter School site and through all operations with the applicable laws, regulations, and District/County/State policies regarding public charter schools.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and MCMS policy, including accurate and timely reporting to applicable state, county and district entities, overseeing Operations Manager and other staff.
- Oversee facilities development and management, for both short and long-term occupancy.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage before- and after-school programs, elective enrichments and partnerships with community organizations that provide these programs (as applicable).
- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Lead outreach and solicitation of fundraising and partnership efforts with foundations, corporations, universities, community services organizations, charter school advocates (*i.e.*, CCSA, CSDC), and philanthropic partners.
- Lead community building and outreach to families, services partners, community leaders, etc. to establish MCMS as an important part of the Napa Valley community.
- Oversee the charter renewal process and any necessary material revision requests.
- Oversee all required reporting to the District, County, State and other relevant entities (*e.g.*, grant funders), including leading the annual LCAP review, goal setting and budget allocation process.
- Other duties as assigned by the Board.

Minimum Qualifications:

- A Bachelor's Degree from accredited college or university; advanced degree preferred.
- A California Administrative Credential or equivalent in experience.

- Evidence of successful administrative experience in a school serving a diverse student body, including ELs, SWD, SED students and foster/homeless youth.
- Demonstrated experience raising student achievement among a diverse group of learners, including low-income students, non-native English speakers, students of color, and other traditionally underserved populations.
- Teaching and/or supervisory experience in educational programs serving students and their families.
- Demonstrated track record of quality education and creative approaches to program management, development, and implementation.
- Demonstrated knowledge of the evidence-based curriculum for grade 6-8th, PBL and SEL strategies, and personalization/differentiation based on individual student needs.

Preferred Knowledge, Skills, Abilities, and Personal Characteristics:

- Demonstrated commitment to working with diverse students and families preferred.
- Spanish proficiency preferred.
- Five years of full-time teaching service preferred.
- Knowledge of state and federal laws and regulations applicable to public charter schools.
- A commitment to Charter School’s mission and vision and to working collaboratively with staff, parents, and Board members to make the best policy decisions possible for the success and longevity of the school and its students.
- Experience conducting parent/community outreach.
- Knowledge of and skill in effective budgetary processes and charter school finance.
- Ability to establish and maintain cooperative working relationships with the community at large, including potential donors and community/stakeholders: staff, faculty, parents, Board, NVUSD.
- Ability to select, train, supervise and support, and evaluate staff and a commitment to continued staff development as a means to improve the school’s program.
- Entrepreneurial ability to manage change and be responsive to community needs.
- Excellent communication, interpersonal, and presentation skills
- Strong, experienced manager with excellent leadership and team building skills
- Ability to productively organize, communicates, and disseminates policies, strategies, and tasks
- Familiarity with the developmental, behavioral, social, and academic needs of students in middle grades.

TEACHER(S)

The teacher reports to the Head of School and is responsible for the development and performance of the courses they instruct. The teacher fosters a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

The primary roles and responsibilities of Teachers shall include/but are not limited to:

- Foster a safe and nurturing learning environment in accordance with school policies and procedures focused on students’ social-emotional needs and development of positive character traits
- Organize classroom systems/procedures and manage student behavior to ensure that all students are fully engaged in learning with consistent practices across the school

- Establish an environment where students are excited about learning through engaging, dynamic learning activities such as project- and problem-based learning
- Develop lesson plans according to the CA CCSS and CA State Content Standards, collaboratively planning with fellow teachers to ensure interdisciplinary project-based learning across the curriculum
- Lead an Advisory group with collaboratively planned lessons for Social-Emotional Learning and “life skills,” as well as one-to-one monthly planning and review with students in creating and updating their ILPs
- Build strong relationships with students and parents, engaging in two SLCs for each student each year, trimesteral report cards, online access to real-time data about student performance and progress and home-school communications as needed
- Identify students’ areas for improvement and short- and long-term learning and behavioral goals in their ILPs and be able to work with students, families, and internal resources to suggest options for improvement
- Provide continual assessment of student progress and engage in collaborative data review on a weekly basis with peer teachers, Counselor, EL Coordinator and other staff
- Maintain student records, and complete assigned paperwork in provided timeframes
- Collaborate with Special Education Teacher(s), Counselor, SpEd therapists and consultants, and EL Coordinator (starting Y3) to meet the needs of all students
- Attend and implement PD training throughout and beyond the school year, including weekly PD and collaboratively planning time with peer teachers
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities
- Additional duties as may be assigned by the Head of School

Minimum Qualifications

- Bachelor's degree from an accredited college or university
- Master’s degree in subject matter field or Education (strongly preferred)
- Must possess, or be in the process of completing, a current California teaching credential; CLAD or BLCAD strongly preferred

Preferred Knowledge, Skills, Abilities, and Personal Characteristics:

- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate

SPECIAL EDUCATION TEACHER(S) (CERTIFICATED)

Special education teacher(s) work with students who have been designated IEPs, adapting general education lessons and teaching various subjects to students with mild to moderate disabilities.

The primary roles and responsibilities of the Special Education Teacher shall include/but are not limited to:

- Assess students’ skills and determine their educational needs

- Adapt general lessons to meet students' needs
- Plan activities that are specific to each student's abilities
- Teach and mentor students in small groups, and one-on-one
- Implement IEPs, assess students' performance, and track their progress
- Update IEPs and ILPs to reflect students' progress and goals in accordance with school policies and applicable laws
- Discuss students' progress with parents, Parent Liaison, Counselor, EL Coordinator, teachers and other personnel as appropriate
- Supervise and mentor instructional aides who work with SWD
- Collaborate with outside services providers and consultants, as well as partner community service agencies as needed
- Attend SSPT meetings as needed and ensure appropriate follow-up
- Assist Head of School in ensuring compliance with all applicable laws and policies related to MCMS' SWD
- Prepare and help students transition from grade to grade and to life outside school
- Additional duties as may be assigned by the Head of School

Minimum Qualifications:

- A Bachelor's degree in Special Education; Master's is a plus
- Valid state special education certificate
- Completion of a student-teaching program
- Proven experience as a Special Education Teacher or relevant role
- Strong knowledge of current special education topics and methodologies
- Experience working with children with a wide range of disabilities
- A patient, resourceful, and resilient personality
- Excellent interpersonal and communication skills

COUNSELOR

The Counselor will work directly with students and staff to ensure that students' social and emotional needs are met, providing one-on-one and group therapy utilizing cognitive behavioral therapy strategies and collaborating closely with teachers and other staff.

The primary roles and responsibilities of the Counselor shall include/but are not limited to:

- Identify and provide intervention strategies for students and their families, including counseling, case management, and crisis intervention
- Providing individual and small group counseling to students in need (prevention, intervention, as well as DIS counseling, if designated on student IEP)
- Work collaboratively with SSPT, teachers/advisors and other support personnel regarding social and emotional needs of students
- Collaborate with outside agencies and organizations to provide referrals for students and families to needed services (counseling but also health, housing/food assistance and other supports), and coordinating with foster/homeless youths' social workers and other supports
- Create and implement curriculum for Advisory regarding Social-Emotional Learning and collaborate with teachers to implement and differentiate as needed

- Be available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- Counsel students to help them better understand themselves and others and to affect changes in behavior, attitudes, motivations, self-concepts, and other important areas of human behavior; assist students to plan realistic goals; help them discover their aptitudes and abilities, discuss goals and interests
- Help interpret test results for students and parents
- Provide individual and group counseling regarding issues of social emotional and personal adjustment
- Maintain professional standards and school environment that is productive, safe and focused
- Participate in PD, including outside conferences
- Participate in other events aimed at promoting or developing MCMS (*i.e.*, student recruitment, partnerships with outside community service organizations, etc.)
- Other duties as may be assigned by the Head of School

Minimum Qualifications:

- Pupil Personnel Services Credential with authorization in Counseling
- Bachelor’s Degree; Master’s Degree preferred
- Two or more years of prior counseling experience strongly preferred
- Experience with trauma-sensitive practices, including cognitive behavioral therapy, strongly preferred
- Bilingual Spanish preferred

PARENT LIAISON (CLASSIFIED)

The Parent Liaison serves as a liaison between home and school, coordinates parent education and support programs, leads student recruitment/outreach efforts, leads community outreach to establish partnerships in the community to benefit MCMS families and provides support to MCMS students and families to help meet their needs.

The primary roles and responsibilities of the Parent Liaison shall include/but are not limited to:

- Lead student recruitment/outreach in the community including coordinating volunteer distribution of flyers, scheduling and hosting Open Houses, coordinating door-to-door canvassing (as needed), hosting other outreach events in the community and representing MCMS at community events
- Assist office staff in collecting lottery application forms, enrollment packets and responding to prospective parent/guardian questions
- Conduct outreach in the community to establish partnerships for MCMS with community services organizations such as health clinics, legal clinics, housing, food, and other services providers; maintain list of partners and referral agencies and refer families as needed
- Coordinate and collaboratively plan with Head of School and other staff a series of parent education workshops (at least one monthly) on topics of interest to parents, including supporting their children’s development, positive communication strategies, supporting academic success at home, high school A-G requirements, college readiness/awareness, drug/alcohol awareness, and more. Promote events to parents/guardians, encourage attendance, track parent sign-ins
- Support Head of School in planning and implementing school events including Orientation, Back-

to-School Night, monthly cafecitos with the Head of School, SLCs, celebrations of learning, assemblies, etc.; promote events to the school community, invite parents and community members (as appropriate) to events and collect sign-in sheets

- Serve as first point of contact between school and home regarding attendance issues for unexcused absences, in accordance with MCMS policy; contact parent/guardians as needed regarding unexcused absences and follow-up as needed to request meeting between parents/guardians and school leader
- Assist school leaders in creating and distributing school newsletters, flyers, report cards, email blasts, website updates and other information
- Schedule and request parent participation in conferences, meetings and other activities as requested by school leaders and counseling staff
- Serve as an informational resource to parents, staff and others concerning school programs, services, attendance issues and other matters
- Train parents/guardians in using Aeries and Echo and ensure computers are available on campus for parent use to check student information
- Help distribute and collect annual stakeholder surveys and encourage participation

Minimum Qualifications:

- Associate’s Degree; Bachelor’s degree preferred
- Two years’ experience working with students or families in a social services or educational environment
- Bilingual in Spanish
- Excellent communication and presentation skills

INSTRUCTIONAL AIDE(S)

Instructional Aide(s) will support teachers in the classroom in differentiating learning and meeting individual student needs, with a focus on SWD and others with special needs.

The primary roles and responsibilities of the Instructional Aide(s) shall include/but are not limited to:

- Assisting students on an individual basis or in small groups
- Assisting classroom teacher(s) in implementing instructional materials, following classroom and school-wide discipline plans, and general supervision of students
- Monitoring students on the play yard, on field trips and during lunch to ensure health and safety
- Other duties as assigned

Minimum Qualifications:

- Possess High school diploma or equivalent
- Possess at least 48 trimester units of college coursework
- Knowledge of English grammar and punctuation

OPERATIONS MANAGER

The Operations Manager will support the Head of School in daily operations of MCMS. The Operations Manager will be selected by and report to the Head of School.

The primary roles and responsibilities of the Operations Manager shall include/but are not limited to:

- Planning, establishing, and supervising the implementation of clerical procedures to insure timely preparation and submission of reports and records
- Supervising clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment
- Reviewing communications, bulletins, reports, and other items, and providing information to school personnel, parents, students, and others
- Interpreting District and school policies; coordinating and providing approved information to parents, students, school personnel, and the public
- Preparing a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software
- Compiling, interpreting, and coding data from various sources; entering data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and preparing related reports
- Checking forms and records for completeness and accuracy
- Maintaining files, records, and other information
- Responding to employee/public inquiries by telephone and in person to provide or request information
- Ordering, receiving, and distributing office supplies, instructional materials, etc.
- Organizing files and keeping accurate records
- Preparing school reports such as attendance reports and payroll, in collaboration with back-office services provider
- Dealing tactfully with administrators, employees, parents, students, and the public
- Demonstrating initiative and good judgment while working under pressure with frequent interruptions
- Other duties as may be assigned by the Head of School

Minimum Qualifications:

- Commitment to the mission and vision of MCMS and the success of the Charter School
- A.A. degree required; Bachelor's preferred
- Two years of experience in office managerial work; experience in a school office preferred
- Proficient with Microsoft Office and Google programs
- Bilingual Spanish/English strongly preferred
- Strong organizational skills, time management skills and the ability to work both independently and with a team

STAFF EVALUATION

MCMS will develop a Board-adopted comprehensive annual evaluation policy and procedure for all staff. The Head of School will be evaluated at least once annually by the Board of Directors. All staff will be trained at the start of the school year regarding the evaluation policy, specific annual goals and objectives, and procedures for evaluation, including formal and informal classroom observations.

PROFESSIONAL DEVELOPMENT

Please refer to the section in Element I that contains extensive details about our planned comprehensive and targeted professional development and support of all educators at MCMS.

ELEMENT VI. HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in sub paragraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

PROCEDURES FOR BACKGROUND CHECKS

All employees of MCMS, all volunteers who will be performing services that are not under the direct supervision of a credentialed MCMS employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code sections 44237 and 45125.1. All non-credentialed applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Head of School shall monitor compliance with this policy (the Board President shall monitor fingerprinting and background clearance of the Head of School) and make quarterly reports to the Board. MCMS will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. MCMS shall also ensure that the Head of School receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

FACILITIES COMPLIANCE WITH STATE AND LOCAL BUILDING CODES

MCMS shall comply with Education Code section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code section 32001 and in conjunction with the NVUSD (if at District facilities).

FACILITIES COMPLIANCE WITH FEDERAL REQUIREMENTS, INCLUDING THE AMERICANS WITH DISABILITIES ACT

MCMS shall comply with all federal requirements for public charter school facilities, including applicable provisions of the Americans with Disabilities Act.

MCMS' SAFETY AND DISASTER PLANS

The health and safety of MCMS staff and students is the highest priority for the Charter School. As such, MCMS will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts once the facility is finalized.

MCMS will train all staff at least annually in these Policies and Procedures. Emergency response drills will be held regularly for all students and staff. MCMS will periodically review, and modify as necessary, our Health and Safety Policies and Emergency Policies and Procedures, and keep these documents readily available for use and review upon request.

The Health and Safety Policies and Procedures will address, at a minimum, the following:

- Child Abuse Reporting
- Child predators (gates, walls, pick-up and drop-off, etc.)
- Sexual/Other Harassment Reporting
- Asbestos management
- ADA adherence
- Food service safety
- Blood borne pathogens
- Pest management
- FERPA
- Immunizations
- Tuberculosis Risk Assessment and Examination
- Medication in school
- Vision, hearing, and scoliosis screening
- Student Illness & Injury Policies

Emergency Policies and Procedures will address, at a minimum, the following:

- Earthquake
- Fire
- Terror threats
- Hostage situations
- School lock-down procedures
- Evacuation plans
- Safety drills
- Annual testing of sprinkler systems, fire extinguishers, and fire alarms

The following is a summary of the Health and Safety Policies and Procedures of MCMS. MCMS may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, epidemics or health outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

SCHOOL SAFETY PLAN

Pursuant to Assembly Bill 806, MCMS shall develop its comprehensive school safety plan pursuant to the requirements of AB 806 and the relevant Education Code requirements, including Education Code Section 32282, and shall review and update the plan annually by March 1.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

In accordance with state law, all MCMS employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code section 44691 and sign a document verifying notification and understanding regarding this responsibility.

BLOOD-BORNE PATHOGENS

MCMS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. MCMS will establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code section 49406. MCMS shall maintain TB clearance records and certificates on file.

IMMUNIZATIONS

MCMS will adhere to all laws related to legally required immunizations for entering students as is required of public schools pursuant to Health and Safety Code sections 120325-120375, and Title 17, California Code of Regulations section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. MCMS will also monitor and comply with all federal and state or District mandates regarding COVID vaccines.

MEDICATION IN SCHOOL

MCMS will adhere to Education Code section 49423 regarding administration of medication in school. MCMS will adhere to Education Code section 49414 regarding epinephrine auto-injectors and training for staff members.

AUXILIARY SERVICES

School staff will conduct annual reviews to ensure all auxiliary services are safe by developing appropriate policies and awareness training.

VISION/HEARING/SCOLIOSIS SCREENINGS

MCMS shall adhere to Education Code section 49450, *et seq*, to provide screening of students' vision, hearing, and scoliosis to the same extent required of non-charter public schools, as applicable to the grade levels served by MCMS.

DIABETES

The Charter School provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following:

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

SUICIDE PREVENTION POLICY

MCMS shall maintain a policy on student suicide prevention in accordance with Education Code section 215.

EMERGENCY PREPAREDNESS

MCMS shall adhere to our Emergency Policies and Procedures containing procedures for safety, drafted specifically to the needs of the school facility and approved by the Board. These policies shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The policies shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

MCMS shall function as a drug, alcohol and tobacco-free environment.

FEMININE HYGIENE PRODUCTS

Pursuant to the requirements of Education Code section 35292.6, MCMS shall ensure at least 50 percent of the school's restrooms are stocked with feminine hygiene products at all times should the school maintain any combination of classes from grade 6 to grade 12, inclusive, that meets the 40-percent pupil

poverty threshold required to operate a schoolwide program pursuant to section 6314(a)(1)(A) of Title 20 of the United States Code.

MCMS shall not charge for any menstrual products provided to pupils, including, but not limited to, feminine hygiene products as that term is defined in Education Code section 35292.6(c).

FACILITY SAFETY

MCMS shall comply with Education Code section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code section 32001 and in conjunction with NVUSD (if at District facilities).

FERPA

MCMS, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

STUDENT RECORDS

MCMS will establish and adhere to procedures related to confidentiality and privacy of student records. MCMS will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with MCMS policies. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records will be requested from the respective district.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Head of School shall serve as MCMS's Custodians of Records.

IMMIGRATION POLICY

MCMS will comply with the requirements of Education Code section 234.7 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

CALIFORNIA HEALTHY YOUTH ACT

MCMS will comply with the California Healthy Youth Act (Education Code sections 51933-51934), which requires charter schools to teach sexual education and HIV prevention to students in grades 7 to 12 at least once in junior high or middle school and at least once in high school.

STUDENT DEBTS

The Public School Fair Debt Collection Act (Education Code section 49014, Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, MCMS school shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

MENTAL HEALTH SERVICES

MCMS will notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both per the requirements of Assembly Bill 2022 (Education Code section 49428).

PREGNANT AND PARENTING STUDENTS

MCMS shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Assembly Bill 2289 (Education Code sections 221.5, 222.5, and 46015).

BULLYING

MCMS shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall make available to certificated school site employees and all other school site employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention in compliance with Assembly Bill 2291 (Education Code sections 234.4, 234.6 and 32283.5).

SEXUAL HEALTH AND HIV PREVENTION

MCMS shall provide “age appropriate” comprehensive sexual health and HIV prevention education at least once in middle school.

ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

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

MCMS will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.

SAFE PLACE TO LEARN ACT

MCMS shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq., including the posting of the required school policies on its website.

TRIBAL REGALIA/OBJECTS OF RELIGIOUS OR CULTURAL SIGNIFICANCE

MCMS will allow students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by MCMS and would allow the school, under specific circumstances as set forth in the law (Education Code section 35183.1), to limit items that would create a substantial disruption of, or material interference with, the school ceremony.

HUMAN TRAFFICKING

Pursuant to the requirements of Assembly Bill 1861 (2018) and Senate Bill 1104 (2018) (Education Code section 51934), MCMS shall provide information to its students about how social media and mobile device applications are used for human trafficking and shall identify the most appropriate methods of informing parents and guardians of pupils of human trafficking prevention resources and implement these methods.

CHILD HUNGER PREVENTION AND FAIR TREATMENT ACT

The Child Hunger Prevention and Fair Treatment Act of 2017 (Education Code section 49557.5), among other things, requires certain local educational agencies, as defined, that provide school meals through the federal National School Lunch Program or the federal School Breakfast Program to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid school meal fees would receive under that local educational agency's policy.

MCMS will ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

HOTLINES

Existing law (Education Code section 215.5) requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, and authorizes those schools to have printed on the identification cards certain other suicide-prevention and emergency-response telephone numbers.

If MCMS issues pupil identification cards, MCMS will have printed on the identification cards the telephone number for the National Suicide Prevention Hotline.

MIGRATORY CHILDREN

MCMS will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. MCMS will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

COMPLIANCE WITH STATE AND FEDERAL ENVIRONMENTAL LAWS

MCMS shall comply with all applicable state and federal environmental laws pertaining to its charter school operations and facilities.

ELEMENT VII. RACIAL AND ETHNIC BALANCE

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Ed. Code § 47605(c)(5)(G).)

While we cannot predict our enrollment demographics with specificity, particularly since enrollment is determined by lottery as a public charter school, as illustrated below, using Redwood MS as the nearest existing middle school and Shearer ES as the nearest elementary school to our planned facility of St. John the Baptist Church School at 938 Napa Street in Napa, the immediately surrounding residents are predominantly Latino/Latina and SED, with a significant percentage of ELs.

	Total Enrollment 2020-2021	SED	EL	RFEP	SWD	Foster/ Homeless	Hispanic/ Latino	Asian/ Filip.	Black	White	Two+ Races
Shearer ES	434	90%	62%	0%	17%	2%	92%	0%	0%	7%	0%
Redwood MS	808	60%	24%	4%	16%	2%	66%	1%	1%	30%	2%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp>.

As detailed in Element I, our goal is to create an intentionally mixed socio-economic, mixed race/ethnicity learning environment so that our students can benefit from learning from diverse peers in a setting that is reflective of the diversity in our local community and the world at large.

We have conservatively budgeted for an “unduplicated” pupil count of SED, EL and Foster Youth of 60%. We expect a significant number of EL students (24% at Redwood MS, and; across NVUSD, 21% of middle grades students are classified as EL with 8% RFEP; we also anticipate that most of our EL students will be LTELs, along with some newcomers.) Based on NVUSD middle grades enrollment, we anticipate that approximately 12% of our students will be SWD, though the closest elementary and middle school to our planned facility have higher-than-District average enrollment of SWD, with Redwood MS at 16%. Finally, 2% of Redwood MS’s students are Homeless/Foster Youth (the same rate as the District average); we anticipate the same or higher rates and will give enrollment preference to these students.¹⁷⁵

HOW THE SCHOOL LEADERS ENSURE ENROLLMENT REFLECTS NVUSD/TARGET COMMUNITY

MCMS is working hard to ensure our school enrollment is reflective of the target community in Napa Valley in race/ethnicity, EL status (ELs and reclassified students), SWD, SED status and other characteristics. As detailed in Element I, MCMS’s student-centered, personalized and engaging model is designed to serve these students’ needs, including those students who have not had success in traditional

¹⁷⁵ dq.cde.ca.gov/dataquest/

schools to date. MCMS has been, and will continue to use a variety of strategies (limited by the pandemic) for outreach in the community in order to ensure that families – including those who are “hard-to-reach” – learn about our new school and the opportunity to enroll.

While the COVID global pandemic has significantly curbed the ability to meet in person, we already have collected parent signatures from 110 parents who are “meaningfully interested” in having their child enroll in 2022-23 at MCMS – with a total of 122 students represented by these signatures (*i.e.*, siblings/twins). We also have more than 500 people “following” us on social media and 162 families registered on our website to receive updates. To date, we have primarily relied on social media and word of mouth to get the word out about MCMS. We launched a new website where people can register their interest in the new school. Parent/community outreach will be our primary focus after we submit this petition. (Parent signatures are included in Appendix D; we also provide signatures from teachers in support of this charter petition in Appendix C.)

Throughout the fall and into our initial Open Enrollment period (see Element VIII, below), we will have the opportunity to launch a much more robust public relations campaign and to engage in more targeted community outreach. On August 30th, we began a series of posts, blog posts, articles and interviews on social media and our website to introduce the Napa community to MCMS: unique aspects of the curriculum, interviews with members of our Council of Supporters, and other interesting things about the MCMS founding team and our plans. We plan to host community outreach events at the Napa Farmer’s Market, local parks or the library, post and distribute flyers about our new school throughout the community (with a heavier focus near the school facility), and engage parents and community members in conversations about plans for the new school; all communications will be in Spanish and in English.

Since the District announced the closure of River MS, many families have expressed interest already in enrolling in MCMS and have provided our founders with their feedback and input about families’ desire for a high-quality public middle school option that combines project-based learning with social-emotional learning and development. Many families want a continuous K-12 program with the New Tech Network model that is in place at Napa Junction Elementary School and New Tech High School. While Napa Junction ES is some distance from our planned facility, we will ensure families there know about this exciting new option to enroll their children in a middle school that utilizes the NTN model.

While Covid-19 has had a significant impact on our ability to conduct person-to-person outreach and events, we remain committed to spreading the word and ensuring families learn about our school.

COMMUNITY PARTNERS

As detailed in Element I, MCMS will partner with community organizations to help spread the word about MCMS and the opportunity for families with middle grades children, as well as provide services for our students and families. These organizations include the following potential partners:

- Mentis Napa
- Boys and Girls Club of Napa Valley
- Girls on the Run
- Napa Parks and Recreation
- Cope Family Center
- Aldea Family and Children’s Services

- Community Action of Napa Valley (CANV)
- Napa Food Bank
- Napa CASA
- Napa Emergency Women’s Services
- Community Resources for Children
- Napa Valley Community Foundation
- Napa Chamber of Commerce
- Napa Little League, Youth Soccer and other sports leagues

OUTREACH STRATEGIES

The following strategies will help us reach out to families in the target community:

Flyers: We will create flyers in English and Spanish, briefly highlighting our school’s mission and some key highlights of interest to families (*e.g.*, student-centered, personalized model with customized support for each student and engaging PBL and tech integration; time daily for one-on-one and small group tutoring and support with teachers and aides, including for English Learners and SWD; on-site counseling and a schoolwide focus on SEL; safe and welcoming where every student is well known; hot breakfast and lunch each day, etc.) Fliers will include information about how to apply, links to our school website, a phone number, and invitations to community meetings (which will be held on Zoom as needed, or outdoors, where families can socially distance).

Flyers will be distributed at the organizations listed above, as well as local parks, libraries, laundromats, markets, faith-based organizations, and more. Door-to-door canvassing and/or mailers will be utilized once the school facility is finalized.

Electronic Media: We will utilize a website and social media to provide information about the school’s instructional model, the lottery application and enrollment process, upcoming informational sessions (held via Zoom as needed, or outdoors), Board members and school staff, job openings, and more. The website will include contact information. All information on the website will be provided in Spanish as well.

Community Meetings: MCMS will hold community meetings open to the general public, to inform families about MCMS. As noted above, due to Covid-19 restrictions, as necessary, these meetings will be held via Zoom or Google Hangouts, or in outdoor locations where families can readily socially distance. Once the Charter School is open, Open House meetings will be held at least monthly during the open enrollment period for families to see and tour the school site. At each meeting, an MCMS representative will collect interested families’ information including name, address, telephone number and email address for future communications about student matriculation and other activities.

Advertising/Media: As needed, MCMS will purchase advertising in local print, radio and online media in Spanish and English to advertise our school and open enrollment. Banners may be displayed in the area near the school. Our Head of School will seek to have local media feature positive news stories about our students and staff to highlight MCMS in the community.

We know that once our doors are open especially, the most powerful driver of outreach and enrollment will be our families and word of mouth. While this will not take the place of the foregoing activities, our families will be encouraged to spread the word about MCMS during open enrollment and invited to distribute flyers at their favorite businesses and locations in the community, talk to their friends about the school, and encourage families to visit our website. Students may be asked to participate in helping to give tours and presentations and helping design flyers and social media posts about the school.

The MCMS Board will review outreach efforts annually, including reviewing outreach material content and languages, locations and frequency of recruiting activities, and compare with geographic information of applicants. The Board will direct MCMS staff to broaden outreach efforts as needed in order to achieve the goal of enrolling a student population that is reflective of the District.

ELEMENT VIII. ADMISSIONS POLICY AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

In accordance with AB 699 enacted on October 4, 2017, the school’s non-discrimination provision shall include immigration status.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s actual or perceived disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English learner status, race or ethnicity, religion, sexual orientation, immigration status, 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, association with an individual who has one or more of such actual or perceived characteristics, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter school may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this charter.

ADMISSION REQUIREMENTS

MCMS will be an open enrollment, tuition-free public school. MCMS will admit all pupils who wish to attend the school as outlined in Education Code section 47605(e)(2)(A), up to enrollment capacity. Enrollment to the Charter School shall be open to any resident of the State of California but there are no specific admission requirements for the school (e.g., minimum grade point average, test scores, discipline records, etc.). The Application Form shall request:

- the student’s first and last name, birthdate, grade level entering
- parent/guardian’s first and last name, address, phone number, alternate phone number, email address, and preferred method of contact (phone, text or email)
- for purposes of enrollment preferences (as detailed below):
 - whether the student is a resident of NVUSD
 - whether the student has a sibling who attends or is applying to MCMS, and if so, his/her grade name and grade level
 - whether the student is the child of an MCMS teacher, staff member or Founding Parent¹⁷⁶
 - whether the student is a foster or homeless youth¹⁷⁷
 - whether the student resides within the attendance boundaries of Shearer Elementary School.¹⁷⁸

¹⁷⁶ The Board will establish a Founding Parent Policy in the coming weeks that is consistent with all applicable federal and state laws and Federal Non-Regulatory Guidance (to ensure MCMS remains eligible for federal funding, including the start-up federal Public Charter Schools Grant Program (PCSGP) which is administered by the California Department of Education). A Founding Parent will be required to volunteer a significant number of hours (at least 75) prior to the opening of MCMS in August 2022, towards MCMS’ planning, design and initial implementation.

¹⁷⁷ A detailed definition of “homeless” will be provided in accordance with the McKinney-Vento Homeless Assistance Act, see, e.g.,: <https://www2.ed.gov/programs/homeless/guidance.pdf>, Question A-3.

¹⁷⁸ Our anticipated location at St. John the Baptist church facility qualifies for funding under the Charter School Facility Grant Program SB 740, giving preference to residents of the attendance zone for the NVSD elementary school (Shearer Elementary) in which the MCMS facility is located. If for some reason this facility is not finalized, we will secure a suitable facility and determine whether it qualifies for SB 740 funding.

No other information about the student will be requested prior to the lottery.

Parents and students admitted to the school will be requested to attend an orientation session to review school policies and procedures and learn about the opportunities provided by the school, but their attendance or lack of attendance does not impact their student's admission. The Head of School will work to ensure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

MCMS shall comply with Education Code section 47605(e)(4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent, guardian, or student as required.

LOTTERY PREFERENCES AND PROCEDURES

Application Forms will be accepted during a publicly advertised open enrollment period, which will typically be from October to late February. An explanation of the timeline, rules, and procedures to be followed during the open enrollment and lottery processes will be available on our website in English and Spanish and in the Charter School's main office (and additional languages if needed). The process also will be verbally explained to any families who call, or hand-deliver a paper Lottery Application form in-person. Parents can also apply on-line.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether the Charter School has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing (lottery).

Public notice of the lottery will be posted in the Charter School's main office, on the Charter School website, and on distributed informational flyers. The notice will include the date, time and location of the lottery (typically early March) and will encourage families to attend. The lottery will be held on a weekday evening to maximize attendance at an easily accessible public location that can accommodate all interested families, such as the MCMS school site. Parent attendance at the lottery is not required in order to secure enrollment for a student.

The lottery will be conducted by a non-interested member of the staff (*i.e.*, one with no family member participating in the lottery) who draws the pupil names and verifies lottery procedures are fairly executed. Those individuals whose names are drawn after all spaces have been filled will be placed on the waitlist in the order drawn. Application Forms, the record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be retained on campus, and lottery results and waitlists (determined in the order names are drawn in the lottery) will be readily available in the Charter School's main office for inspection upon request. Each applicant's Application Form is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

Those who apply after the open enrollment period are added to the end of the waitlist in the order they are received. In the event that no such waitlist exists because space is available, students will be enrolled on a first come, first served basis.

ADMISSION PREFERENCES

After the first year of the Charter School, students who are already enrolled will be exempted from the lottery. MCMS offers the following enrollment priority in the lottery:

1. Students residing in the Napa Valley Unified School District
2. Siblings of admitted students
3. Children of teachers, staff and Founding Parents of MCMS (up to 10% of enrollment)
4. Foster Youth and/or Homeless Youth
5. Students who are currently enrolled in or reside in the attendance area of Shearer Elementary School.

No other exemptions or preferences shall be given. Our reasoning for including these preferences is as follows: The exemptions for existing students and preference for residents of the District are required by law. The preference for siblings of admitted students is meant to help families ensure their eligible children attend the same school, and help to build community at the school. The preference for children of teachers, staff and Founding Parents (up to 10%) is meant to honor our hardworking teachers, staff and volunteer parents who contribute to the successful planning and implementation of MCMS. We are offering a preference for foster youth and/or homeless youth in order to ensure these high-need students are able to enroll at MCMS if they so desire. The preference for students who live in the attendance boundaries of the designated local elementary school (Shearer Elementary, pending finalization of a lease with St. John the Baptist for use of their facility), will ensure MCMS is eligible for SB 740 facilities funds. Furthermore, the above preferences do not limit access for pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, foster youth or homeless pupils, or pupils who are economically disadvantaged as determined by eligibility for any free or reduced-price meal program, or pupils based on nationality, race, ethnicity, or sexual orientation.

ENROLLMENT PROCESS

Within two weeks of the lottery, families will be notified in writing of their enrollment status (offered enrollment or placement on the waitlist). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks to secure their child's spot at MCMS. The Charter School will hold a Pre-Enrollment informational session after the lottery and before the registration date to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of at least the following:

- Student Enrollment Form (including a variety of mandated information about the student)
- Proof of Immunizations
- Home Language Survey
- Emergency Medical Information Form

The waitlist will include contact information of the families not admitted through the lottery. If a position becomes available, MCMS will contact the family of the student on the top of the waitlist by phone and in writing by email to offer their student admission to the Charter School. If a family is notified prior to August 1st, the family will have ten (10) calendar days from sending the written notice to confirm enrollment and return a completed enrollment packet. If a student is notified after August 1st, they will

have 72 hours from sending the written notice to confirm enrollment and return a completed enrollment packet. Should the family decline the position, the next family on the waitlist will be contacted until the open position is filled. The waitlist for the current school year remains active until the end of the school year and does not “roll over”; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

A copy of all application forms, enrollment packets, waitlists, and lottery results will be kept on file in the MCMS main office and will be readily available for inspection by District representatives.

ELEMENT IX. INDEPENDENT FINANCIAL AUDIT

“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.” (Ed. Code, § 47605(c)(5)(I).)

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

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of MCMS to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors appoints an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any MCMS staff, including the Head of School. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee is responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Head of School is responsible for working with the auditor to complete the audit.
- The Audit Committee is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant findings noted by the auditor.
- The Board of Directors reviews and approve the audit no later than December 15.
- The Head of School is responsible for submitting the audit to all required agencies no later than December 15.

RESOLVING AUDIT EXCEPTIONS AND DEFICIENCIES

The audit committee will review any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board will report to NVUSD regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of NVUSD.

MANNER IN WHICH AUDIT WILL BE MADE PUBLIC

Upon completion of the audit each year, the audit will be accepted by the NVOE Board of Directors at a public meeting and made available upon request.

MANNER IN WHICH MCMS WILL PROVIDE NVUSD WITH REGULAR FINANCIAL UPDATES

As detailed under the section, *Financial Planning, Reporting And Accountability* under “Miscellaneous Charter Provisions” following Element XV, below, MCMS will provide NVUSD and the Napa County Office of Education with all required financial updates and reporting.

ELEMENT X. SUSPENSION AND EXPULSION POLICY AND PROCEDURES

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

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

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

MAINTAINING ATTENDANCE AND DISCIPLINE RECORDS

MCMS will maintain all attendance and discipline records in accordance with applicable laws and regulations regarding public charter schools.

SCHOOL DISCIPLINE POLICY

As we have reiterated throughout this charter petition, we believe students learn best in a safe and healthy environment where they are well known by caring adults, where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. To set clear expectations for students, the student discipline policies at MCMS will be further refined as MCMS solicits and encourages input from parents, teachers, and students, particularly through the School Site Council. These policies will be distributed in the MCMS Student/Family Handbook and will describe the Charter

School's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse, among other topics. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

MCMS staff will develop a detailed and comprehensive set of student discipline policies through the work of a group formed by the Head of School that will include interested parents, students, teachers, counselor and staff by August 1, 2022. The Charter School will implement a behavior system that emphasizes and recognizes positive behavior, based on research that indicates that positive behaviors are associated with positive academic outcomes,¹⁷⁹ while negative behaviors (*e.g.*, inattention, distractibility, and withdrawn behaviors) are associated with negative academic outcomes.¹⁸⁰ As discussed in Element I, MCMS will work to establish a positive school culture framed by our school's core values. School leaders and teachers will introduce students to expected behaviors, the core values, and different procedures during Orientation and the first days of school.

MCMS's discipline policy will be rooted in our whole child model of support and PBIS, with restorative justice practices underlying peer communication, support and conflict resolution. Through our MTSS program, our SSPT will utilize a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful at MCMS and throughout secondary school, college, and beyond and to make every effort to keep students in class. The SSPT will lead efforts to support individual student's needs and provide differentiated behavioral support for students who need it. This will include identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher input) and implementing behavior monitoring and coordinated behavior plans, including target goals included in their ILPs (Tier 1), behavior trackers/plans (Tier 2), and frequent communication with parents/guardians. For extreme cases, the Charter School will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems. Additionally, our Counselor will help support our students' social-emotional needs and collaborate with staff in supporting individual student needs, including, as needed, coordinating with other social workers, agencies and organizations supporting the student/family.

There are a variety of other alternatives to suspension that will also be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes (where feasible)
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent/guardian meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning

¹⁷⁹ Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993.

¹⁸⁰ Akey, 2006; Kane, 2004.

- Loss of Privileges
- Notices to parents by phone or letter
- Referral to the Head of School
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

IMPLEMENTING DISCIPLINE POLICY IN CLASSROOMS; TEACHING STRATEGIES TO ENSURE STUDENTS ARE ON TASK AND FOCUSED ON LEARNING

As detailed in Element I in the Section on Instructional Strategies, MCMS’s teachers will implement a variety of differentiated strategies in the classroom to meet each individual student’s needs in our highly personalized program. Through our student-centered approach, the intent is that students will be engaged and focused through approaches that are designed based on their needs, rather than the needs of the teacher, or the state’s standards, or some other measure.

Discipline policy will be implemented transparently, equitably and with fidelity across classrooms. Through ongoing coaching by both school leaders and counseling staff, teachers will develop expertise in “reading the room,” and signals from students who are acting out, diffusing escalations, and other strategies in a continuous effort to avoid the need for discipline and redirect behavior to a more positive and effective outlet. Teacher/staff compassion and understanding will be a hallmark of our trauma-sensitive approach.

MINORITY STUDENTS AND STUDENTS WITH DISABILITIES

As detailed extensively in Element I, MCMS will implement various strategies to help ensure that no one student group is disproportionately represented in discipline, including but not limited to:

- *Social-Emotional Learning*: Our model is focused both on students’ academic and intellectual development, as well as their social-emotional development during this crucial adolescent stage. We anticipate that many of our student population will have encountered numerous “adverse childhood experiences” (ACEs) or traumas in their young lives. Particularly when multiple and/or ongoing ACEs are involved, students often exhibit a “flight, fight or freeze” response to stimuli that would not cause a similar reaction in a child who has not experienced ACEs. One of the fundamental components of our discipline framework will be an emphasis on understanding students’ social/emotional needs, including a policy of compassionate communication. Teachers and staff will work to help students develop a sense of belonging while cultivating critical communication, conflict resolution and character skills.
- *MTSS*: The SSPT will lead a collaborative approach of highly trained teachers and a counselor to provide tiered behavioral supports to ensure that every student receives specifically targeted intervention and support for their psychosocial needs.
- *Small School Environment*: The enhanced social relationships of small school environments have shown to increase trust and positive attitudes among students and staff, while decreasing violence and conflict. MCMS will be a relatively small school and will create small learning

communities where relationships between adults and students are sustained over time ensuring that no child, regardless of their background, falls through the cracks.

- *Positive School Culture:* Through our trauma-sensitive PBIS approach, we will also use principles of Restorative Justice to teach students how to grow and learn from a mistake. Using a combination of methods learned in the Second Step program and the New Tech Network learning outcomes we will expressly teach students how to develop and express conditions of empathy, respect, kindness, and love throughout our school community. Students will see the respect with which adults at MCMS hold one another and learn to communicate with one another in the same ways. The humanity and dignity of every student is paramount; our discipline and safety policies will always be reflective of this deeply held belief.

Discipline data, including the number of suspensions and expulsions, will be tracked and monitored regularly by MCMS's school leaders and adjustments to the above strategies will be implemented as necessary.

PERIODIC REVIEW

The Discipline Policy, including the lists of offenses for which students are subject to suspension and expulsion, will be periodically reviewed by the School Site Council in collaboration with the Head of School, and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements. And changes to the MCMS Discipline Policy will be approved by the Board of Directors. The Head of School also will consult with outside legal counsel regularly regarding any appropriate updates to school policies, including discipline, based on amendments to state or federal laws.

SUSPENSION AND EXPULSION

This Discipline Policy has been established in order to promote learning and protect the safety and wellbeing of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

MCMS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy will be printed and distributed as part of MCMS Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Discipline Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

MCMS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Discipline Policy is available on request at MCMS's main office.

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

GROUNDS FOR SUSPENSION AND EXPULSION

DISCRETIONARY OFFENSES

A student may be suspended or recommended for expulsion for committing any of the following offenses:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Head of School
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, electronic cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm, as defined in Education Code Section 48900(m)
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma
- Engaged in, or attempted to engage in, hazing, as defined in Education Code Section 48900(q)
- Engaged in an act of bullying, as defined in Education Code Section 48900(r)

The Head of School may use discretion to provide alternatives to suspension or expulsion for any student who is truant, tardy, or otherwise absent from school activities, including, but not limited to, counseling and an anger management program.

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

MANDATORY OFFENSES

A student shall be immediately suspended and recommended for expulsion for committing any of the following offenses at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900
- Possession of an explosive

SUSPENSION PROCEDURES

Suspensions from the Charter School shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or a designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Head of School. The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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

2. Notice to Parents/Guardians

At the time of the suspension, the Head of School or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall

state the specific offense committed by the student, the date and time when the student may return to school, and the right to appeal. If the Head of School wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. If the pupil denies the charges, the Charter School will provide an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive schooldays per suspension. Suspension shall not exceed twenty (20) schooldays in a single school year. Upon a recommendation of Expulsion by the Head of School or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Upon request of a parent, a student who has been suspended for two or more schooldays will be provided with homework that the student would otherwise have been assigned. If a homework assignment that is turned into the teacher upon the student's return to school or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

4. Suspension Appeal Process

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension by submitting a written request to the Head of School within five (5) schooldays of the first day of suspension. A certificated staff member other than the Head of School will expeditiously review the case with the parent and/or student in question within five (5) schooldays of receipt of the appeal. The certificated staff member may uphold the suspension, modify the suspension (*e.g.*, reduce suspension duration, if possible), or overturn the suspension and expunge the suspension from the student's record. The certificated staff member's decision shall be final. A student shall remain suspended during an appeal, but may return to school at the end of the scheduled suspension while an appeal is pending. If a student is also recommended for expulsion, any suspension appeal will be considered concurrently with the expulsion process.

EXPULSION PROCEDURES

A student may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the Head of School. The Hearing Officer will be assigned by the Head of School as needed, and shall be certificated and neither a teacher of the student nor a Board member. The Hearing Officer may recommend expulsion of any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after MCMS Head of School or designee determines that the Pupil has committed an expellable offense. The hearing shall be held in a confidential setting. Written notice of the hearing shall be forwarded to the

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

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

If a foster youth, as defined in Education Code section 48853.5, is recommended for expulsion, the notice of hearing must also be provided to the student's attorney and an appropriate representative of the county child welfare agency at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If a homeless youth, as defined in 42 USC section 11434a(2), is recommended for expulsion, the notice of hearing must also be provided to MCMS's designated homeless liaison at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

The Hearing Officer will make a final decision whether to expel.

Procedures for Expulsion hearings Involving Sexual Assault/ Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MCMS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness
5. The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the Hearing Officer finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MCMS must present evidence that the witness' presence is both desired by the witness and will be helpful to MCMS. The Hearing Officer shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, the complaining witness shall have the right to have his/her testimony heard in a confidential setting. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Involuntary Student Disenrollment, Dismissal, or Transfer

No student shall be involuntarily removed by MCMS for any reason unless the parent or guardian of the student has been provided written notice in-person and/or by mail or email of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the student will remain enrolled at MCMS until the school issues a final

decision. For purposes of this charter, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, except as provided herein. Declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. Copies of these declarations, edited to delete the name and identity of the witness, will be made available to the pupil.

The final decision of the Hearing Officer shall be in the form of written findings of fact and shall be made within ten (10) schooldays following the conclusion of the hearing.

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

Written Notice

MCMS Head of School or designee following a decision of the Hearing Officer to expel shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MCMS

MCMS Head of School or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, MCMS 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.

Expulsion Appeals

A decision to expel may be appealed within five (5) calendar days of the date of the Hearing Officer's written decision to expel. The parent must submit the appeal request in writing to the Head of School. A meeting of the school's Expulsion Appeal Panel shall be convened within thirty (30) school days of receipt of the written appeal request. The student's parent will be provided notice of the meeting and must either attend to present his/her appeal verbally or submit written documentation supporting the appeal.

Language support shall be provided upon request. The Expulsion Appeal Panel shall have three (3) members appointed by the Board's presiding officer (*i.e.*, the Chairperson or Board President) at least annually. At least one (1) Panel member shall be certified but not a teacher of the student, while the other two (2) members may be school employees, Board members, or other neutral individuals. The scope of review of the Panel shall be limited to whether substantial evidence presented at the expulsion hearing supports the Hearing Officer's determination. The appeal is not a new, or second evidentiary hearing. The decision of the Expulsion Appeal Panel shall be final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two (2) schooldays of the meeting. In the event the Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated and returned to his/her educational program.

If an expulsion appeal is not requested within ten (10) calendar days, the Hearing Officer's decision shall be final.

Disciplinary Records

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

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from MCMS, the Head of School will work cooperatively with the district of residence, county, and/or other schools to assist with the appropriate educational placement of the student who has been expelled.

Rehabilitation Plans

Students who are expelled from MCMS shall be given a rehabilitation plan upon expulsion as developed by Hearing Officer at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to MCMS for readmission. Expulsions shall not exceed one year in length.

Readmission

The decision to readmit a student or to admit a previously expelled student from another school district, private school, or charter school shall be in the sole discretion of the Head of School following a meeting with the student and the student's parent to determine whether the student has successfully completed the rehabilitation plan, if any, and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Suspension and Expulsion of Students with Disabilities

Notification of SELPA

MCMS shall immediately notify the SELPA and coordinate the procedures in this Discipline Policy with the SELPA of the discipline of any student with a disability or student who MCMS would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in

another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of the school's discipline policies, MCMS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the student is a foster youth, as defined in Education Code Section 48853.5, and MCMS has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the Head of School, the student's attorney and an appropriate representative of the county child welfare agency shall be invited to participate in IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If the student is a homeless youth, as defined in 42 USC Section 11434a(2), and MCMS has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the Head of School, the designated homeless liaison for MCMS shall be invited to participate in the IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If MCMS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If MCMS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- i. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that MCMS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- iii. Return the child to the placement from which the child was removed, unless the parent and MCMS agree to a change of placement as part of the modification of the behavioral intervention plan.

If MCMS, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then MCMS may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the IEP/504 Team shall decide on the student's placement in an interim alternative educational setting, pending the decision of the hearing officer or until the expiration of forty-five (45) days, whichever occurs first, unless the parent and the school agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates the school's discipline policies.

The Head of School may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- A. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- B. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- C. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the school's disciplinary policies may assert the procedural safeguards granted under this Discipline Policy only if the school had knowledge that the student was disabled before the behavior occurred.

The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- (1) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to

Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- (2) The parent has requested an evaluation of the child.
- (3) The child's teacher, or school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the special education case manager or to other school supervisory personnel.

If the school knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT XI. 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.” (Ed. Code § 47605(c)(5)(K).)

All full-time employees (certificated and classified) of the Charter School may elect to participate in a qualified 403b retirement contribution plan, with a matching contribution from MCMS (up to 3%). Social Security payments will be contributed for all qualifying employees. The NFOE Board of Directors will retain the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees will be covered by the Federal Social Security program.

The Operations Manager in collaboration with our back-office services provider, will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made, including the completion of a 403b plan.

ELEMENT XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

MCMS will be a school of choice; no student will be required to attend MCMS. Students who choose not to attend MCMS may choose to attend other public schools in their attendance area or pursue intra- or inter-district transfers in accordance with existing enrollment and transfer policies of the District.

ELEMENT XIII. EMPLOYEE RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

All employees of MCMS will be considered the exclusive employees of MCMS and not of the NVUSD.

No public school district employee shall be required to work at MCMS. Employees of the NVUSD who choose to leave the employment of the NVUSD to work at MCMS will have no automatic rights of return to the NVUSD after employment by MCMS unless specifically granted by the NVUSD through a leave of absence or other agreement. MCMS employees shall have any right upon leaving the NVUSD to work in MCMS that the NVUSD may specify, any rights of return to employment in a school NVUSD after employment in MCMS that the NVUSD may specify, and any other rights upon leaving employment to work in MCMS that the NVUSD determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at NVUSD or any other school district will not be transferred to MCMS. Employment by MCMS provides no rights of employment at any other entity, including any rights in the case of closure of MCMS.

ELEMENT XIV. DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

DISPUTES BETWEEN THE CHARTER SCHOOL AND NVUSD

MCMS recognizes that it cannot bind the NVUSD to a dispute resolution procedure to which the NVUSD does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures for disputes between NVUSD and MCMS (*i.e.*, disputes not involving third parties). MCMS is willing to consider changes to the process outlined below as suggested by the NVUSD.

MCMS and the NVUSD will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

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

The Superintendent and Head of School, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Head of School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Head of School, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Head of School, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and MCMS. If mediation resolves the dispute, then there is no need for any appeal rights. If mediation does not resolve the dispute either party may pursue any other remedy available under the law including their rights to any appeals available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the NVUSD and MCMS.

INTERNAL DISPUTES

MCMS shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations, including disputes among and between students, staff, parents, volunteers,

advisors, partner organizations, and governing board members of the school. Such process may apply to MCMS's disputes with "third parties" (*i.e.*, parties who are not NVUSD). MCMS shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at MCMS shall be provided with a copy of MCMS's policies and internal dispute resolution process. The NVUSD shall promptly refer all disputes not related to a possible violation of the charter or law to the MCMS Board or Head of School for resolution pursuant to MCMS's policies, and NVUSD shall not intervene in any such internal disputes without the agreement of the MCMS Board.

ELEMENT XV. CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

The following procedures shall constitute the “Closure Protocol” and shall apply in the event MCMS ceases to be a charter school or otherwise closes for any reason.

Any decision to close MCMS as a charter school operating pursuant to this Charter shall be documented by official action of the MCMS Board (“Closure Action”), and will identify the person or entity responsible for all closure-related activities and actions. For example, the Board may designate the MCMS Head of School as the school’s closure agent. The action will identify the reason for closure (*e.g.*, decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed and MCMS has exhausted all appeal procedures to County and State Boards of Education, the Charter School governing body votes to close MCMS, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(c)(5)(O) and the California Code of Regulations sections 11962 and 11962.1.

MCMS governing body will notify the authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

MCMS will provide written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.

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

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

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

As applicable, MCMS will provide parents, students and the NVUSD with copies of all appropriate student records, and will otherwise assist students in transferring to other schools. All transfers of student records

will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 USC §1232g. MCMS will ask the NVUSD to store as necessary original records of Charter School students. All student records of MCMS shall be transferred to the NVUSD upon school closure. If the NVUSD will not or cannot store the records, MCMS shall work with NVUSD to determine a suitable alternative location for storage.

As soon as is reasonably practical, MCMS will prepare final financial records. MCMS will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor as soon as is reasonably practical, but in no case later than six months after closure. The audit must include at least the following (i) All information required of in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; (iv) An assessment of the disposition of any restricted funds received by or due to MCMS, and (v) A delineation of the disposition of all assets and liabilities. Any liability or debt incurred by MCMS shall be the responsibility of MCMS and not the NVUSD. MCMS understands and acknowledges that MCMS will cover the outstanding debts or liabilities of MCMS. Any unused special education related funds will be returned to the NVUSD or SELPA, as appropriate, and other categorical funds will be returned to the source of funds as required by applicable law.

On closure of MCMS, all assets of MCMS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending MCMS, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the MCMS nonprofit public benefit corporation, all net assets shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the NVUSD or NVUSD property will be promptly returned upon Charter School closure to the NVUSD. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, MCMS shall remain solely responsible for all liabilities arising from the operation of MCMS.

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

For a minimum of six calendar months from the date of the Closure Action or effective date of the closure, whichever comes first, sufficient staff as may be allowed by the budget and remaining assets will maintain employment to take care of all necessary tasks and procedures required for smooth closing of MCMS and student transfers.

In addition to the final audit, MCMS shall also submit any required year-end financial reports to the California Department of Education, the Napa County Superintendent of Schools, and the NVUSD, in the form and timeframe required, including, but not limited to, those required by Education Code §47604.33.

MCMS shall use budget reserves normally maintained for contingencies and emergencies to fund closure proceedings.

MISCELLANEOUS CHARTER PROVISIONS

FACILITIES

“[T]he facilities to be used by the charter school ... The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Ed. Code § 47605(h).

MCMS has executed a Letter of Intent with the Diocese of St John the Baptist for the use of the St. John the Baptist Catholic School facility located at 983 Napa Street, Napa, CA 94559 beginning in July 2022. Because the facility was operated as a school for more than one hundred years, it is the perfect site for MCMS. The facility has 9 classrooms, a library, extended care space, an art lab, a computer lab, a science lab, a conference/Board room, an outdoor meeting area, a staff area, several small conference or meeting areas, storage areas throughout the facility, a gym/multipurpose room, a room for music, a commercial kitchen, and an outdoor play area, plus a Head of School’s office and adjoining administrative office space. With the supplemental space (art lab, music room, gym, etc.) we are confident the facility will accommodate our full enrollment of 336 students in Y4. If for some reason MCMS requires additional facilities, we will identify and secure sufficient space for our needs. Our team has extensive experience with facilities in the Napa area and we are confident we will finalize negotiations of the lease shortly after receiving NVUSD approval of the Charter.

MCMS reserves the right to request reasonably equivalent school facilities from NVUSD pursuant to Education Code Section 47614 (commonly known as “Proposition 39”).

ADMINISTRATIVE SERVICES

“[T]he manner in which administrative services of the charter school are to be provided.” Ed. Code § 47605(h).

MCMS will procure its own administrative services through an appropriately qualified third-party contractor. MCMS plans to contract with qualified experienced charter schools back-office provider (currently ExEd, and acclaimed non-profit charter school back office provider that currently works with more than 100 charter schools in California). MCMS will ensure that its back office organization has capacity to provide the following services:

- Budgeting
- Financial reporting and forecasting
- Accounting and bookkeeping services
- Cash management
- Payroll processing and retirement reporting
- Compliance and data management services

MCMS will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. MCMS shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters

such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

CIVIL LIABILITY IMPACT

“[P]otential civil liability effects, if any, upon the charter school and upon the school district.” Ed. Code § 47605(h).

MCMS shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code section 23701(d).

Pursuant to Education Code section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. MCMS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the NVUSD shall not be liable for the operation of MCMS.

Further, MCMS will have a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of MCMS under this charter.

The corporate bylaws of MCMS shall provide for indemnification of the MCMS Board, officers, agents, and employees, and MCMS will purchase general liability insurance, Board Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated below, insurance amounts will be determined by recommendation of the District and MCMS’s insurance company for schools of similar size, location, and student population. MCMS shall be named an additional insured on the general liability insurance of MCMS.

The MCMS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Ed. Code § 47605(h).

Attached, as Appendix G, please find the following documents:

- A five-year projected budget with three-year monthly cash flow projections
- A budget narrative

These documents are based upon the best data available to MCMS at this time.

MCMS shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code section 47605(g) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Superintendent of Schools, State Controller, and California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the NVUSD shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

MCMS shall provide reporting to the NVUSD as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code sections 47604.33 and 47605(m), the SARC, and the LCAP. MCMS shall annually develop an LCFF budget overview for parents in accordance with Education Code section 52064.1.

MCMS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code sections 47604.32 and 47607.

Pursuant to Education Code section 47604.3, MCMS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

INSURANCE

MCMS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and MCMS's insurer. The District shall continue to be named as an additional insured on all policies of MCMS.

TRANSPORTATION

MCMS will not provide transportation to and from school, except as required by law.