

PETITION TO PETALUMA JOINT UNION HIGH
SCHOOL DISTRICT FOR THE RENEWAL OF
MARY COLLINS CHARTER SCHOOL
AT CHERRY VALLEY

Charter Renewal Term:
JULY 1, 2020 - JUNE 30, 2025

“The Arts are one of mankind’s most visual and essential forms of language, and if we do not educate our children in the symbol system called the arts, we will lose not only our culture and civility but our humanity as well.”

(Ernest Boyer, President of Carnegie Foundation for the Advancement of Teaching).

Introduction

The Mary Collins Charter School at Cherry Valley, a K-8 Charter School (also referred to herein as, "MCCV" and "Charter School"), operated and governed by the Petaluma City Schools (also referred to herein as "PCS" and "District"), seeks renewal of its Charter for a five (5) year term, commencing July 1, 2020, and continuing through June 30, 2025.

Throughout its renewal term MCCV will continue to be a great benefit both to the Charter School and to the PCS. The inclusion of grades seven and eight has provided a welcome alternative to the large district junior high schools for students who are not yet ready for a large comprehensive school campus environment. The two learning hubs (visual and performing arts and environmental education) draw parents who want these elements included in their children's education.

MCCV is grateful for the PCS' support and looks forward to continuing our successful partnership providing an excellent education alternative for local students.

Affirmations/Assurances

As a public charter school, the Mary Collins Charter School at Cherry Valley:

- Shall meet all state standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other state standards authorized in statute or student assessments applicable to students in non-charter schools. [Ref. Education Code Section 47605(d)(1)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend the Mary Collins Charter School at Cherry Valley, unless it receives a greater number of applications than there are spaces for students, in which case each application will be given an equal chance of admission through a public random drawing. Admission shall not be determined according to the place of residence of the student or his or her parents within the State except as required by Education Code Section 47605(e)(2). [Ref. Education Code Section 47605(e)(2)(A)-(B)]
- Shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. [Ref. Education Code Section 47605(e)(1)]
- Shall adhere to all provisions of federal law related to a student with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvements Act of 2004.
- Shall ensure that teachers in the Mary Collins Charter School at Cherry Valley hold the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignments. [Ref. California Education Code Section 47605(1)]
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Shall meet or exceed the legally required minimum of school days. [Ref. Title 5, California Code of Regulations section 11960]
- Shall notify the superintendent of the school district of the pupil's last known address within 30 days if the pupil is expelled or leaves the Charter School without completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil including a transcript of grades or report card and health information. [Ref. California Education Code section 47605(e)(3)]

- Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code section 47605.1]
- Shall on a regular basis consult with its parents and teachers regarding the Charter School's Education programs. [Ref. California Education Code Section 47605(d)(2)]
- Shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605.1]
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code section 47612.5 and 48000]
- Shall comply with all applicable portions of federal education acts.
- Shall comply with the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.
- Shall comply with the Ralph M. Brown Act.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed among other things to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. [Education Code Section 47605(c)(5)(A)(i).]

Vision Statement:

We believe the purpose of education is to help all students develop the best that is in them for success in our global world.

Mission Statement:

Students appreciate who they are as well as respecting differences and diversity. Our hope is that students will leave the process of education more curious than when they entered it. This curiosity about life would give students a sense of competence and confidence that comes from years of learning, creative problem solving, and thinking skills. This confidence would impel students to continue to satisfy their curiosity and willingness to be responsible for others within our global society to make it better for all. (Mary Collins - former principal and namesake)

Tenets:

- We believe that meaningful learning occurs when students construct their own knowledge for authentic purposes.*
- We believe that children need a variety of learning experiences and a safe community in order to take risks and move along their individual developmental continua.*
- We believe that children learn from and are inspired by their environment in the natural world.*
- We believe that children learn reading best through authentic uses of language: listening, speaking, reflecting, viewing, and writing.*
- We believe that students can demonstrate evidence of academic growth in a variety of ways. Teachers and students use multiple measures and reflection to guide further learning.*
- We believe that students will interact responsibly and compassionately as members of a diverse world and are encouraged to think critically. We cultivate students' ability to think critically and act toward social justice.*
- We believe in multi-age classrooms to support both academic and social growth of our students.*
- We expect that all members of our community will engage in direct, honest, and respectful communication.*

View of education:

Students will:

- Resolve conflicts peacefully and live in harmony with others*
- Pose probing questions and learn how to find answers and solutions*
- Read, write, speak, and use language with imagination and precision*
- Engage in their learning and celebrate in their accomplishments*
- Honor imagination and creativity*
- Challenge themselves to reach for high standards and persevere to achieve their goals*

Educational Philosophy:

At MCCV, we believe that education should be relevant, engaging, comprehensive, and experiential. We aim to prepare our students with the knowledge, skills, and dispositions to be college and career ready, but also to be globally competent citizens. To meet this aim, we empower students to learn actively and in collaboration with one another. This approach is the foundation for instruction at MCCV.

Learning and instruction is meaningful as students cultivate connections with peers of different cultural backgrounds, perspectives, academic strengths, and life experiences. MCCV views students and their communities' as *funds of knowledge* (Moll, et al., 1992) as assets that are critical to learning and that can be leveraged to develop global competence. Moreover, using a culturally relevant pedagogical approach (Ladson-Billings, 1995) both emphasizes educating about the narratives of groups of people historically un- and under-represented in U.S. schools and works to explicitly uphold communities that have been and continue to be marked by injustice. Rather than reinforcing deficits, MCCV enriches strengths and, as such, MCCV students come to celebrate and learn about varying ways of walking through the world.

Students work together across the curriculum in a multi-age setting. These clusters of students problem solve collaboratively, consider multiple perspectives, and use critical thinking to make the diverse learning community effective. The goal is to use instructional practices and curriculum to maximize the potential benefits of interaction and cooperation among students who vary in experience, maturity, and strengths. Students with different experiences and stages of development are encouraged to offer or request support from each other for all aspects of classroom activity. In particular, sociocultural theory provides a useful frame for thinking about how individuals learn. One key feature in this view of human development is that learning and higher order cognitive functions occur through social interactions. Vygotsky's theories about the *Zone of Proximal Development* (ZPD) helps to explain the process of learning in a multi-grade setting. ZPD is defined by Vygotsky (1978) as the zone between what the learner can accomplish independently and what the learner can accomplish in collaboration with a more skilled partner. Through interactions with more skilled partners within the community, the learner can move from their current state of development to their potential level of development, and in the process become more proficient in the "tools" of their culture.

The educational program is organized into two primary hubs - visual and performing arts and environmental education. The interdisciplinary nature of learning at MCCV is evidenced by our project based curriculum and is rooted in these two learning hubs. To integrate visual and performing arts, teachers at MCCV use performance art to explore the various disciplines of ELA, Math, Science and Social Science and teach students to create fine arts that demonstrate their thinking and understanding of the concepts across the Common Core State Standards.

At MCCV we also believe that each of us is a responsible steward of the environment and that environmental education is key to providing students with opportunities to better understand local challenges and to develop potential solutions. Environmental education allows for students to see the relevance of their classroom studies in the complex environmental issues while developing the skills, knowledge, and dispositions to become advocates for our society.

The transmediation of learning is a key to our interdisciplinary curriculum. Transmediation theory holds that knowledge is better understood and retained when learning in one setting is displayed in another. For example, students receive formal instruction on fractions in the classroom, then use this information in cooking, gardening and other school projects. Watching a performance of Taiko drumming is transformed into a book of poems and block prints. Learning is carefully designed to make sure this happens for all students, allowing them to show their knowledge of one discipline through an activity in another. The MCCV curricula utilizes student-centered, project-based instruction which fosters both independent and collaborative student learning, which is needed to become successful and autonomous adults in our community and the world.

MCCV programs are founded on the belief that all children can learn successfully in a program that gives them opportunities to create projects with value beyond the classroom and engage with meaningful tasks. These essential tasks transcend the classroom and highlight the relevancy of in-school knowledge with real world applicability. Engaging students through multiple modalities, MCCV curricula prepares students to acquire skills that encourage them to become self-sufficient, accountable, and innovative citizens in our community. The school educates children from diverse backgrounds in a fully mainstreamed, comprehensive education program. MCCV has a history of welcoming and working successfully with all students and preparing them well for success in secondary school and beyond.

What it means to be an educated, self - actualized person in a globally connected world:

Global connection requires students to be educated, aware, to be able to listen and clearly communicate their knowledge and understanding of the world. Students are required to be literate in many subjects and to possess a diverse skill set. The school's mission statement sets out the elements of learning and character that are crucial for students to be college and career ready and to reach their full potential as learners. MCCV believes that in order for students to rise through the *Hierarchy of Needs* and to obtain *Self-Actualization* (Maslow 1943) in today's society they need to be:

- Independent and self-directed
- Curious about life
- Innovative and a critical thinker
- Literate in multimodal ways: visual, scientific, media, and environmental
- Collaborators and creative problem solvers
- Proficient with technology, and with mathematical practices, and with the English language
- Geo-literate and have an understanding of Earth systems and interconnections
- Appreciative and involved with the visual and performing arts
- Respectful of the environment and develop a sense of responsibility and stewardship
- A global citizen and have knowledge of the importance that social advocacy and social justice play in democracy

How Learning Best Occurs:

Learning best occurs when children are respected, and given engaging and provocative lessons that have relevance and meaning to them. Core elements of education at MCCV are:

- High-interest learning tasks with multi-modality approaches
- Interdisciplinary instruction
- Development of social skills through collaborative tasks
- Technology and media literacy
- Student-led investigations, inquiry, and authentic assessments
- Students work in partnership with their learning, reflecting on and assessing their own work
- Criterion-referenced, formative, and summative assessment practices
- Multi-age groups that enhance social and academic learning
- Regular opportunities to create and perform in front of audiences
- Presenting students with tasks of increasing complexity that build stamina and concentration in learning
- Promoting openness to new ideas, cultures, and challenges
- Student driven electives in grades 6-8
- Integration of visual and performing arts into the K-8 curriculum
- Use of garden to support all academic areas (mathematics, social studies and language arts) and to instill the values of interdependence and stewardship
- After school enrichment classes

MCCV Summary of Progress

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1):

Petaluma City Schools had determined that the academic performance of the charter school is at least equal to or higher than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The following chart displays how the academic performance of the charter compares to the district, according to the California School Dashboard in the areas of English Language Arts and Mathematics.

ELA	ELA
<u>Mary Collins at Cherry Valley Elementary</u> <u>Current Status / Change*</u>	<u>Valley Vista Elementary</u> <u>Current Status / Change</u>
All: Green High increased 15.9 +10.8	All: Orange Low declined -29.8 -10.2
SED: Yellow Low increased -21.7 +3.1	SED: Orange Low maintained -59.9 +1.5
Disa: Yellow Low Inc. Sig. -44.5 +25.5	Disa: Red Very Low declined -104.6 -6
Hispanic: Green Med. Inc. Sig. 4.8 +28.4	Hispanic: Orange Low declined -58 -6.8
<u>La Tercera Elementary</u> <u>Current Status / Change</u>	<u>McNear Elementary</u> <u>Current Status / Change</u>
All: Green Medium increased 1.5 +14.5	All: Orange Low declined sig. -6.7 -20.7
SED: Yellow Low Increased -19.7 +8.4	SED: Orange Low declined sig. -48.2 -24.5
Disa: Yellow Low Inc. Sig. -62.3 +30.4	Hispanic: Orange Low dec. sig. -62.3 -43.2
Hispanic: Yellow Low Inc. Sig. -16.3 +24.1	

Math	Math
<u>Mary Collins at Cherry Valley Elementary</u> <u>Current Status / Change</u>	<u>Valley Vista Elementary</u> <u>Current Status / Change</u>
All: Orange Low decrease -28.3 -8.8	All: Yellow Low increase -34.5 3
SED: Orange Low decrease -71.3 -8.7	SED: Yellow Low inc. sig. -56.5 15.2
Disa: Red Very Low maintained -111 -0.3	Disa: Red Very Low maintained -104.3 0.4
Hispanic: Orange Low maintained -49 2.1	Hispanic: Yellow Low increased -52.5 12
<u>La Tercera Elementary</u> <u>Current Status / Change</u>	<u>McNear Elementary</u> <u>Current Status / Change</u>
All: Yellow Low increased -29.9 14.3	All: Yellow Medium decreased -11 -10.5
SED: Yellow Low increased -55 5.8	SED: Orange Low dec. sig. -58.6 -20.2
Disa: Orange Very Low inc. sig. -95.2 30.3	Hispanic: Orange Low dec. sig. -80 -38.1
Hispanic: Yellow Low inc. sig. -55.8 22.4	

*Average Distance from Standard

CURRICULUM DESIGN - CONDITIONS OF LEARNING:

Theory, Pedagogy and the Professional Community:

To accomplish our vision and mission and ensure success of our educational program, instructional practices include but are not limited to: constructivist lesson design, backwards planning (McTigue & Wiggins), developmentally appropriate learning tasks (Piaget), addressing multiple intelligences (Gardner & Armstrong), project-based learning, integration of visual and performing arts into the core program, creating authentic learning tasks (Brooks), integration of learning through the arts and environmental education (Harste & Lieberman), creating a community of readers and writers (Calkins) and aligning this with Common Core State Standards.

The success of MCCV rests on the skill, experience, and collective wisdom of its teachers, who continue to be life-long learners. They are steeped in professional theory and research, (e.g. Piaget, Dewey, Breuner, Vygotsky, McTigue, Rosenblatt, Sizer, Darling-Hammond, Kohn, Krashen, Calkins, Goodman, Garner, Postman, Brooks, Capra, Fosnot, Boaler, Albers, Vasques, Callahan and Awela Makeba).

In Professional Learning Networks (PLN's), teachers read and discuss significant professional literature as they consider ways to embrace a collaborative approach to our practice of instructional delivery. They examine student work for evidence of learning and adjust their practice accordingly. They work with Sonoma State University, OAEC (Occidental Arts and Ecology Center), Project Green Schools, Sonoma County Garden Network and CREEC (California Regional Environmental Education Community), STRAW (Students and Teachers Restoring a Watershed) to broaden and deepen their knowledge of teaching and learning in specific target areas.

The Professional Learning Networks (PLN's) drive the professional development district-wide. MCCV teachers are participants in this opportunity to share best practice across the district, and most also belong to professional organizations (e.g. NCTE, NCTM, NAEC, CDSC & ASCD).

Instructional Program:

The instructional program is designed to include all students in the learning community. The focus is on the whole-child, with attention to each child's unique talents and capabilities. Visual and performing arts and environmental education components are integrated across the curriculum to deepen and facilitate learning. A constructivist approach to learning is supported by this integration of curriculum and the use of the arts for learning and understanding. This approach allows all students to have the best opportunity of making strong gains in their academic development and getting deeply involved in projects commensurate with their skills and interests.

An extensive school library, 1:1 devices, hands-on science materials, a well-equipped stage and green room, a school garden, along with curriculum aligned to the Common Core State Standards, all contribute to a rigorous and relevant educational program, and the steady

academic progress by all K-8 students. Students in grades 6-8 receive a balanced and aligned program that includes electives and homogeneous grouping for math instruction in order to meet all students' needs. All students are assessed regularly, and students selected for intervention, work in small, flexible groups with the reading specialist and/or participate in the after school Mentor Reading Program.

Continuity of Learning:

Students stay with the same teacher for two consecutive years in grades K-5. In grades 6 - 8 students work with a small team of teachers during their study of the various subjects. This creates a continuity of learning that is particularly important for struggling learners. This structure promotes leadership opportunities for all students and teaches them to be interdependent. Elements of our curriculum and instructional design allow students to become independent, motivated, self-advocates, and courageous learners who will pursue their interests with perseverance and skill. Elements are as follows:

- **Visual and Performing Arts:** Preservation of the arts in daily school instruction remains a high priority at MCCV. The arts are vital in the development of a well-balanced compassionate individual. Visual and performing arts include: weekly showtime, annual plays, regular participation in music, art, and movement, and all-school performances such as the annual Poetry Jam and Variety Show. "When students participate in the arts, they are presented with challenges that allow them to think, consider, and react both individually and collectively in service of a common goal." (The Sonoma County Arts Education Framework - 2019)
- **Environmental Education:** Environmental Education provides a real world context for instruction. Through a study of the social-cultural and natural environment, students gain a greater understanding of and appreciation for the way humans interact with their environment locally and globally. Students practice and come to value stewardship of the land in the garden and on the school's nature trail through community service restoration projects and by means of interdisciplinary lessons and projects such as; gardening, culinary education, and recycling.
- **English Language Arts:** All students at MCCV love to read, write, listen and speak effectively by the time they matriculate from our program. This love of literacy is developed through the strong MCCV Library Program in partnership with the implementation of the ELA Common Core State Standards (CCSS) in the classrooms. The CCSS are used to guide instruction, these skills are used across the curriculum. Strong emphasis is placed on academic language, discourse, close reading, and looking for evidence in the text. In regular classroom meetings, book talks, collaborative group presentations, and student government, there is a focus on students' valuing each other's ideas and developing the confidence to express their own thoughts.
- **Mathematics:** Students learn mathematics conceptually as the foundation for learning operations. Using the Math Common Core State Standards, the Bridges curriculum for grades K - 5, and the CPM curriculum for grades 6 - 8, students learn how to use operations to solve authentic and theoretical problems. Algebraic thinking is emphasized in grades K-8. The Freckle on-line math application is used to help students develop on their individual learning continua, as well as keep teachers informed of student progress in mastering grade level concepts and standards. CPM math is the curriculum used for grades 6-8. MARS tasks are also used in grades K-8 to develop the 8 mathematical practices.

- **Science:** The use of the scientific method, Next Generation Science Standards (NGSS), TWIG curriculum, and Outdoor Education, allow students to investigate the world and discover how it works. New knowledge leads to a cycle of inquiry. Science is infused across the curriculum through innovative student driven interdisciplinary projects that of course also include arts and environmental education integration.
- **Social Studies:** In the social science lessons, students learn about culture; how to understand, respect, and honor the various aspects of their local community and world cultures. They learn to celebrate similarities and differences. In grades 4-8, students learn cultural universals and apply them to ancient and contemporary civilizations. They become more astute and appreciative members of the global world through their explorations and study.
- **Physical Education:** Our physical education program promotes health and well-being, encompassing nutrition, games, sports, dance, strength and flexibility training. It promotes the development of habits that lead to life-long fitness and health and models cooperation and good sportsmanship. Instruction focuses on students' personal goals and achievements rather than competition.
- **Technology:** All students in grades k - 8 have 1:1 devices. Students learn keyboarding, word processing, research, multi-media production, and evaluating media information sources as appropriate to their age in the context of their assignments and investigations. The integration of technology serves multiple objectives of preparing our students to enter the workforce with competitive skills, and to encourage them to become inquisitive, creative innovators who create (not just consume) digital media content.
- **English Language Development:** English Learners receive English Language Development instruction in their general education class. All teachers are certified to teach ELD. The English Language Proficiency Assessments for California (ELPAC) is given to all EL's to measure their language proficiency levels. Students who meet the district set criteria of language development are Redesignated English Fluent Proficiency, but are closely monitored in the years after to ensure continued academic success.

Personalized Learning/Scaffolding Instruction:

The MCCV K-8 program provides the context and structure for students at all levels of learning and development. Scaffolded Instruction includes, but is not limited to the following:

- Cross-age/Near Peer tutoring to help struggling students
- Teachers and parent partnerships to make sure student's learning needs are understood and to provide parents with guidance about how to help students meet learning targets at home
- A Learning Team who meets regular to brainstorm modifications and accommodations in the regular and special education settings
- A reading specialist who works with students in grades K-5 who struggle with reading. *
- Office hours are provided for students in grades 6-8. Extra support in academic areas can be provided during this time if needed.
- For the Kindergarten students, during the first quarter, they are immersed in rich classroom literacy opportunities. Systematic baseline assessment and anecdotal observations will be given to identify student needs. Flexible groups in the afternoon with the reading specialist will be implemented. Data gathered at the end of the year will be used to determine placement during the second year cycle in the K-1 setting.

- Technology is used as a tool to support on-line learning in core subject matter and for research across the curriculum. Some examples include but are not limited to: Lexia, Freckle, Study Sync, etc.

In addition to the regular curriculum and instruction, MCCV provides the following after school academic supports for all students:

- After school Homework Club for grades 4 - 8
- Teacher Office Hours for grades 6-8
- Mentor Reading program for grades 1-3
- After school enrichment programs such as: Music, Performing Arts, Clay Creations, Print-Making, and many, many, for (See our website for a complete list and description of enrichment classes. Student scholarships are available through the PTA)

Additionally, parents attend two annual parent conferences. Regular communication and meetings are encouraged to maintain ongoing support for all students. Parents are invited to attend various parent sponsored education programs and community events.

School Climate:

Students who experience external conditions that have a negative impact on their school performance receive support from a professional team. The team includes a student advisor, a Guidance Specialist, a school psychologist, a nurse, two specialized academic instruction teachers, and a speech and language therapist.

MCCV has a Guidance Specialist on site five days per week, 5 hours per day. Counseling services include crisis intervention and weekly individual and /or group sessions with students to support them with issues such as grief, divorce, anxiety, anger management, and peer relationships. This support gives students tools to process and manage their emotions and to communicate effectively with others. Parents are also provided the opportunity to meet with the counselor to discuss their children as needed.

Teachers conduct regular Restorative class meetings, employ the Healthy Play philosophy in their classroom activities, and teach the Tool Box program in grades K-5. Teaching empathy and social skills to build community occurs school wide drawing from these various programs. The regular class meetings provide a predictable time and place for problem solving and trust building for all students. Teachers implement a school wide Healthy Play program of integrated play that promotes positive social skills and reinforces academic learning and understanding. This program embraces the joy of learning and helps develop character through problem solving strategies for all children. Students at all levels of experience and skill are given the Tool Box tools, support, and attention they need to help them make steady progress in their own social emotional growth and development.

Special features built into the curriculum also support the health and well-being of students. These include: the Taste of the Garden program, environmental sustainability lessons and initiatives, plays and other performances, dance and movement, music, nutrition and science instruction, human interaction, and art lessons supported by the talented MCCV teachers and parents and the district's art docent program.

Individual Education Plans (IEPs) and 504 plans are developed for students who require additional support due to learning differences, medical conditions, and/or behavioral challenges in the comprehensive general education classroom. Students are identified through a collaborative Student Study Team (SST) process involving school personnel and parents. If an IEP, 504, or Behavior Support Plan (BSP) is needed, the MCCV team of specialists will conduct observations and assessments with parent permission and report findings to the team and determine the appropriate supports needed.

English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) sub-groups will be enrolled in the full range of classes at MCCV. MCCV will set out in the new 3 year LCAP a plan to support students in meeting or exceeding the standards as defined in the new accountability system California Assessment of Student Performance and Progress (CAASPP). Data will be disaggregated by subgroups to determine the effectiveness of the MCCV educational program, and revisions to the program will be made to address any deficits identified by the California State Dashboard.

Plans for English Learners (EL):

English Language Development (ELD) methods and curricular materials are used during instruction for English Learners (EL). They receive instruction in their general education classroom from their general education teacher, in small groups, based on language needs. All teachers are certified to deliver ELD instruction in the regular classroom setting. Access and equity is provided for all EL students throughout the MCCV education program. Translation assistants are available to attend parent conferences and to communicate with parents about student progress. School report cards are translated into Spanish for Spanish speaking families. EL students referred to the Student Study Process are carefully screened to determine if slow progress is due to language acquisition or learning differences. Careful consideration is given to re-designating students as Fluent English Proficient (RFEP). EL students who have progressed to proficiency within their grade and score Early Advanced on the ELPAC (English Language Proficiency Assessments for California) will be recommended for re-designation, and any student who is re-designated will continue to be monitored for two years.

Plans for Gifted and Talented Education Students (GATE):

Personalized Learning allows high achieving students to extend their learning through more complex adaptations of assignments and projects. As students move through the grades, projects become more sophisticated and challenging. The needs of GATE identified students are met through differentiation or personalized learning in the regular education class during the school day. Technology is used to enhance GATE opportunities. Students talented in the arts have a chance to excel in the school's visual and performing arts program.

Students are identified for GATE in the third grade using CogAT. The MCCV GATE program begins in grades 4-8. PCS processes all recommendations and selects the students who qualify to be identified, but all students are invited to engage with the curriculum to both challenge and support them at their developmental level. Parents are informed of their student's progress through teacher conferences and with the school GATE representative.

Plans for Students with Disabilities (SWD):

MCCV shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

MCCV will operate as a public school of the District for the purpose of special education in accordance with Education Code Section 47641(b). As such, MCCV's special education students shall be identified, assessed, and served in the same manner as any other student of the District in accordance with their individualized education plans ("IEPs") and applicable state and federal law and District and SELPA policies. Petaluma City Schools shall determine how the special education and related services are to be provided to the students attending the Charter School and the Charter School shall comply with District policies and procedures with respect to the provision of special education and related services.

Section 504 of the Rehabilitation Act/Americans with Disabilities Act Petaluma City Schools is responsible for the Charter School's compliance with Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities Act ("ADA") and the MCCV shall comply with all applicable policies and procedures of Petaluma City Schools related to identification, assessing, and serving students in accordance with Section 504 of the Rehabilitation Act.

The facilities to be utilized by the MCCV shall be accessible for all students with disabilities.

Plans for Socially Economically Disadvantaged Students (SED):

MCCV staff understand that economic inequities can impact school performance. To address these inequities, PTA sponsors an after school enrichment program for all students, and scholarships are always available. Students who need extra homework support are able to stay beyond the school day and receive tutoring. All students are able to take part in any of the enrichment activities after school. All students are included in field trips which include: theater, science on the bay, overnight Living History trips, and outdoor education camps in grades 4-8. Special events and programs during and after school support the regular curriculum and are planned on a two-year cycle. (Celebrate Reading Day, Book Fairs, Art Docent Program, Taste of the Garden, Arts Week, Passport Day, Earth Day and Author visits). All students are included and able to participate in the many wonderful enrichment activities that are co-sponsored through our PTA.

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

Petaluma City Schools shall ensure that the Charter School complies with all requirements pursuant to Education Code Section 47605(c)(5)(A)(ii), including developing annual goals, for all pupils schoolwide and for each subgroup of pupils as identified in Education Code Section 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. [Education Code Section 47605(c)(5)(B).]

ELEMENT 3: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. [Education Code Section 47605(c)(5)(C).]

Measurable student outcomes:

District and site assessments, classroom-created data, artifacts, and California Assessments of Student Performance and Progress (CAASPP) are used to chart the academic progress of all students at MCCV to ensure that they will meet or exceed California State Standards (CSS) and be college and career ready when they matriculate.

Students will develop learning stamina and be able to:

1. Write in coherent and well-organized form with proper use of conventions for self-expression and entertainment, for reporting of information, and for persuasion for a variety of audiences and purposes.
2. Use academic discourse and understand academic language across disciplines.
3. Read for pleasure and for learning.
4. Be able to construct meaning from challenging texts and compare various styles and genres of writing and literature through close reading.
5. Speak and perform with confidence in front of groups to express thoughts and ideas. To teach, to persuade, and to entertain an audience.
6. Listen actively and respectfully to others.
7. Think mathematically and be proficient and imaginative users of mathematics operations to solve practical and theoretical problems with a variety of strategies.
8. Use technology in the service of learning and as a tool for self-expression.

Students will have a basic knowledge and understanding of:

1. A variety of visual and performing arts media/techniques and their uses for self-expression and to demonstrate learning.
2. The physical features of the world, and the relations of life and civilization to geography.
3. State, national, and world cultures and an appreciation of the similarities and differences among them.
4. The interconnections of all life systems and how they support and sustain each other.

Determining measurable pupil outcomes is a recursive and dynamic process that requires constant attention and refinement. The school's vision, mission, and Common Core State Standards guide the selection of student learning outcomes. Measurable features to determine the success of meeting CSS's and upholding the school vision are determined through a regular and rigorous examination and analysis of student work, the benchmark assessments, the district writing assessments, and the results of CAASPP testing.

Methods of assessment:

MCCV assessment practices are designed to complete and extend learning cycles. Using clearly defined criteria and models, all students participate in self and peer assessment processes. These practices require students to be in charge of their own learning so that they become active partners in the process of their own education rather than passive recipients of teacher-held knowledge. The results of on-going student, peer and teacher evaluation helps teachers plan and guide instruction.

MCCV uses a combination of assessments to chart the learning of each student. We believe criterion-referenced assessments are key to showing student progress toward meeting rigorous California State Standards (CSS). When content standards and performance criteria are clearly articulated, students can take responsibility for their learning and pride in the quality of their work. Report Grades in K-5 are developmental progress reports of students' progress in a multi-age setting. Grades 6-8 use an on-going reporting system through Aeries to update students' progress.

Teachers use results of this data to drive instruction. Information is used to form flexible skill groups and to differentiate instruction to meet needs of all learners. Benchmarks are used to monitor growth and to target interventions.

Common Assessments:

Kindergarten-First Grades:

K/1 teachers use the Developmental Reading Assessment (DRA), published by Celebration Press/Pearson Learning Group, the Benchmark Assessment System (BAS), published by Fountas and Pinnell/Heinemann, the CORE Phonics Survey and the BAS 25 High-Frequency Words Assessment and Renaissance Learning - Early Star and Star assessments. These assessments are used to determine instructional reading levels, decoding ability, accuracy, rate, fluency, and comprehension. CORE Phonics Survey assesses phonics and phonics related skills that relate to beginning reading. E.g. letter names (upper and lower case), consonant sounds, long and short vowels, cvc words, consonant blends with short variant vowels, low frequency vowel and consonant spellings, and multisyllabic words.

CORE	Phonics	Assessment	Window
Grade Level/Time:	Test Given:	Specifics of Test:	
K - July/August	CORE Phonics Survey Parts A & B	letter names (upper and lower case)	
K - November/December	CORE Phonics Survey Parts A - E Ren Learn (Early Star/Star)	letter names (upper and lower case), consonant sounds, long/short vowel sounds, short vowels in cvc words	It is understood that mastery is expected but rate of mastery may vary from student to student
K - April/June	CORE Phonics Survey	letter names (upper and	

	Parts A - E Ren Learn (Early Star/Star)	lower case), consonant sounds, long/short vowel sounds, short vowels in cvc words	
1 - July/August	CORE Phonics Survey Parts A - D, if indicated, part E Ren Learn (Early Star/Star)		
1 - November/December	Parts A - E, if indicated parts F - K Ren Learn (Early Star/Star)	and consonant blends with short vowels, short vowels, digraphs, and -tch trigraphs, r-controlled vowels, long vowel spellings, variant vowels and low frequency vowel and consonant spellings	
1 - April/June	Parts A - E, if indicated, parts F - L Ren Learn (Early Star/Star)	and multisyllabic words	
1 - by June	Frye's First 100 Sight Words High-Frequency Words Assessment Ren Learn (Early Star/Star)	Students are expected to master this list during first grade	

DRA, BAS and QRI (And when assessed)	Proficiency (Benchmarks)	Levels (Benchmarks)	
Grade level/ Months	DRA (Developmental Reading Assessment)	BAS (Fountas & Pinnell Levels)	QRI
K- July/August	n/a	n/a	n/a
K - November/December	A -2	B	n/a
K - April/June	3	C	Pre-primer 2

1 - July/August ** Or 3/C if administered very early in year	4	D	Pre-primer 2
1 - November/December	7/8	E	Pre-primer 3
1 - February/March ** optional assessment	12	G	Primer
1 - April/June	16	I	First Grade

MARS Tasks will be used to develop math practices. Expectations are for students to become proficient with numbers to 100, know patterns, problem solve and begin to reason.

Second-Third Grades:

2-3 teachers use Running Text/Comprehension Assessment (QRI or Results) a minimum of twice a year, measured against the published benchmarks, until a student reaches benchmark level three. Writing probes, using different genres, are administered three times per year, measured against the WFTB rubric, with 60% proficiency rate. This sample is used both as a formative (teaching tool) and summative assessment. CAASPP summative reading and writing administered once per year with a goal of a 60% proficiency rate by end of the two-year cycle. Based on developmental continuum benchmarks as reported twice yearly on the 2 - 3 report cards, students will reach a 5 by the end of third grade in written content, writing conventions, and reading. Portfolios will continue to be developed by students and teachers over two years. Samples include handwriting, spelling, journal entries, self reflections and rubrics. Portfolios are shared with parents and used to score students on their report cards.

QRI	Benchmark	Benchmark
Grade Level/Time	Fountas and Pinnell Level	Harris-Jacobson Readability Level
2 - July/August	J	2.0
2 - Mid-Year	M	2.4
2 - April/June	L	2.9
3 - July/August	N	2.7
3 - Mid-Year	O	3.6
3 - April/June	P	4.6

Common Core Math	Common Core Writing	Common Core Reading	Science
<p>CSS aligned assessments for each unit of study, and beginning/middle/end of year assessment. Assessments are Formative and Summative</p> <p>Digital Augmentation, such as Freckle Math</p> <p>MARS tasks two times a year, aligned to normative rubric</p>	<p>District writing sample 3 times per year measured with WFTB rubrics</p>	<p>QRI/Results - given 2 times per year (across beginning/mid/end year) measures fluency, decoding and comprehension</p> <p>Ren Learn Early Star Grade 2 Semester 1 Ren Star Grade 2 Semester</p> <p>Ren Learn Grade 3</p> <p>San Diego Quick word list</p> <p>Digital based literacy foundational skill, reading fluency and informational text comprehension assessment such as RenLearn, Lexia, Freckle, ELA.</p>	<p>Science assessments aligned to NGSS such as: FOSS, Mystery Science, EEI, and TWIG</p>

Assessment results are used to develop targeted classroom and grade-level lessons, educate and inform parents, as well as identify students for intervention. Students failing to reach benchmark levels have access to re-engagement lessons and classroom intervention. In ELA, students not at proficiency could receive the following interventions: Mentor Reading, Reading Specialist small groups, access to electronic resources, and utilization of the SST process.

Fourth/Fifth Grades:

Common Core Math	Common Core Writing	Common Core Reading	Science	Social Studies
<p>Freckle Math Assessments - Benchmark, Student Math Performance by Domain, Performance by Standards and daily and weekly progress reports</p> <p>Formative and Summative Assessments in Adopted Math-Bridges CCSS aligned assessments for each unit of study</p> <p>STAR Math Assessment- 3 times per year</p>	<p>District writing sample 3 times per year WFTB rubrics</p> <p>Rubric scored Essay Projects two times per year</p>	<p>Ren Learn ELA- three times per year</p> <p>Freckle LA Assessment - Performance by Standard</p>	<p>Mystery Science, EEI and TWIG assessments aligned to NGSS</p> <p>Project Based Learning- Report and presentation with rubric.</p>	<p>History Alive and EEI program assessments</p> <p>Rubric Scored Inquiry Based History project-Reading informational text,</p> <p>writing report, speaking/oral presentation Creativity/art using multi-modalities and technology</p>

Sixth-Eighth Grades:

RenLearn-STAR	Benchmarks
6-8- July/August	District/state benchmarks
6-8- October	District/state benchmarks
6-8- February	District/state benchmarks
6-8 May	District/state benchmarks

Common Core Math	Common Core Writing	Common Core Reading	Science	Social Studies
MDTP U.C. Berkeley Placement test	Writing assessed - narrative, argumentative, informative, expository and response to literature.	Students are assessed on ability to cite evidence via close reading, in order to demonstrate understanding of plot, structure, theme, character and word meaning	Students are assessed (summative) with cumulative unit-based tests and projects.	Students are assessed (summative) with cumulative unit-based tests and projects.
CPM assessments per units	Writing samples scored with rubrics	Reading analysis is assessed quarterly using a rubric-based written reading response <ul style="list-style-type: none"> • Study Sync 	Each student is assessed on creation and presentation of individual science fair project - assessment includes understanding of NGSS's 3 dimensions of scientific practices, content and crosscutting concepts.	Curricular summative assessments from Teachers' Curriculum Institute (TCI)
CAASPP Student Interface Practice and Training Tests	Extended writing project- Narrative writing- Scored with rubric	CAASPP Student Interface Practice and Training Tests		

Students will continue to be tested at grades 5 and 8 with CAST Science per state recommendations. All students in grades 3-8 will take part in CAASPP testing per LCAP expectations.

Use and reporting of assessments:

MCCV uses and reports assessments in the following ways:

1. In class: students reflect on their work regularly, keep it in a working file, and work with the teacher to evaluate and make learning goals.
2. Teachers assist students in setting learning goals and keeping track of their progress so that teacher and student are in a full partnership of learning with each meeting specific responsibilities for success.
3. K-8 parent-teacher conferences: bi-annually for a full report of in-class student progress.
4. Written reports of progress twice a year: these criterion referenced assessments show

learning stages in all academic subjects based on performance standards, and in a learning disposition scale that includes criteria for work habits and social skills.

5. Disaggregated data from CAASPP tests used to help identify individual students and groups who need assistance in specific areas of ELA and math. Science and social studies will be disaggregated in the future.
6. The first parent conference follows soon after the beginning of the school year, usually by the end of August. This allows for immediate follow-up with parents on CAASPP results from the previous year.
7. PCS sends out an annual letter to parents with CAASPP results.
8. Teachers use agreed-upon benchmark assessments in math to monitor students' progress and guide instruction.

ELEMENT 4: GOVERNANCE STRUCTURE OF THE SCHOOL

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. [Education Code Section 47605(c)(5)(D).]

PCS Board of Education

MCCV is a charter school operated by the Petaluma City Schools as an additional school within Petaluma City Schools. The Petaluma City Schools' Board of Education ("Board") is the governing body of the Charter School and holder of the Charter. The Board is ultimately in charge of the Charter School's operation and governance. The Charter School's Principal will have the responsibility to oversee the day-to-day operations of the Charter School under the direction of the PCS Superintendent or designee to ensure that Charter School is operated in accordance with the terms of this Charter and applicable PCS policies and procedures.

Advisory Council

The Charter School may have a Charter School Advisory Council ("Advisory Council") which will serve in an advisory capacity to facilitate communication between the PCS Board and the Charter School. The Advisory Council shall be composed of teachers, classified staff, parents, and students. Teachers will hold a majority representation of the Advisory Council. Advisory Council members will be elected on a rotating basis to ensure continuity from year to year. The Advisory Council responsibilities will include but not be limited to the following:

- Uphold the Charter School's vision, mission, and the integrity of the educational program.
- Review Charter School student academic performance data related to learning progress to uphold the goals of the learning outcomes.
- Review and monitor the budget to maintain fiscal health of the school.
- Monitor and coordinate parent involvement activities.
- Monitor committee activities and events that support the school's vision and mission statement and educational program.
- Serve as a conduit for new ideas and proposals from representative groups.
- Make recommendations to other representative groups in support of the school's vision and mission (Student Council, Faculty and Parent Volunteers).
- Include representatives from outside the school community for advice and counsel as needed.

Parent Participation

MCCV has a long history of parental involvement. Parents donate and/or raise substantial funds for educational and enrichment programs. They also serve as volunteers in the classroom, on the playground, in the garden, in the library, and everywhere in between. Additionally, our parents support electives, demonstrate their talents and skills in class and at various events, provide transportation for field trips, donate supplies and materials, write grants to fund school projects, and generally support and promote the school. They are an essential part of our support network for all students.

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

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Teachers

Teachers assigned to the Charter School will be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment.

Appropriate records and supporting documentation of credentials held by the Charter School teachers will be monitored and maintained by the Petaluma City Schools.

Teachers, under the leadership of the Principal at the Charter School, will be responsible for the development of the educational program, creation, and evaluation of assessment practices, analysis of student work and regular reporting of student progress to parents.

Classified Staff

Classified staff who work with students will possess a willingness to support the mission of the Charter School and follow practices of positive discipline and problem-solving methods. Classified staff will work closely with teachers and students to ensure that the goal of educating every student is the daily focus. Classified staff will also be provided opportunities for staff development that will develop their knowledge in positive discipline and Building Positive Support Behavior in Schools (“BEST”) practices.

Principal

When a principal needs to be hired, the Charter School staff may provide input to Petaluma City Schools administration regarding the criteria for this position that will meet specific needs and requirements of the Charter School. Hiring of the Principal will follow Petaluma City Schools’ requirements and hiring protocols.

In addition to credentialed teachers, the District may employ specialists to provide instruction in areas of expertise at the Charter School that complement and extend the educational program.

ELEMENT 6: PUPIL AND STAFF HEALTH & SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. [Education Code Section 47605(c)(5)(F)]

MCCV will continue to adhere to existing legal requirements and all health and safety policies and procedures of Petaluma City Schools to ensure the health and safety of all students and staff. Employees participate in a District sponsored workplace health and safety education program on topics such as blood borne pathogens, earthquake safety, and hazardous materials. Appropriate policies are incorporated into the school's student and staff handbooks.

Procedures for Criminal Background Checks

The Charter School shall adhere to all applicable Petaluma City Schools policies regarding fingerprinting and criminal background clearance. Employees assigned to the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff working at the Charter School have mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by Petaluma City Schools in compliance with the Child Abuse and Neglect Reporting Act (California Penal Code section 11164 et seq.).

Tuberculosis Testing

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

Immunizations

The Charter School shall adhere to all applicable laws pertaining to the immunization of students as a condition of attendance to the same extent as would apply if the students attended a non-charter public school.

Medication in School

The Charter School shall adhere to Education Code Section 49423 and Petaluma City Schools' policies and procedures regarding the administration of medication in school and to Education Code Section 49414 regarding epinephrine auto-injectors and training requirements.

Vision/Hearing/Scoliosis Screening

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

Drug & Alcohol-Free/Smoke-Free Environment

The Charter School shall maintain a drug, alcohol and smoke-free environment, consistent with Petaluma City Schools' policies and procedures.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School shall follow Petaluma City Schools' sexual harassment policies and procedures.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and update its policy as necessary.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of Charter School students of human-trafficking prevention resources. (Education Code Section 49381)

Nutritionally Adequate Free or Reduced Price Meals

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the items specified in Education Code Section 32282(a)(2)(A)-(J).

The Charter School's health and safety policies will be incorporated as appropriate into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and Petaluma City Schools Governing Board policies.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including re-designated 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 district to which the charter petition is submitted. [Education Code Section 47605(c)(5)(G).]

MCCV will implement a special recruitment process to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of Petaluma City Schools. The Charter School will monitor this balance each year and will take the necessary recruitment steps to achieve this goal. This process involves the following:

- Holding discussions and distributing application materials at places where diverse student families may be reached, including community centers, neighborhood meeting areas, and existing schools.
- Distributing materials in English and Spanish to reach the limited English proficient population that exists in the target area.
- Hosting Open Houses and providing tours of the school.
- Advertising by way of electronic media, fliers, and direct mail.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures. [Education Code Section 47605 (c)(5)(H).]

MCCV welcomes a diverse student population from the district and surrounding areas. We are committed to sharing the school's vision and mission with our community; and we are dedicated to the school's educational philosophy and instructional practices. Admission to the MCCV shall be open to any resident of the State of California.

The Charter School will participate in the District's open enrollment calendar and establish enrollment as soon as possible after this period is closed. Student registration will be accepted no earlier than the month of October of the year prior to the year the student is to be enrolled. By mid-March, confirmation letters will be sent to new students who have been enrolled for the following year.

If the number of applicants does not exceed the allotted number of seats available for the Charter School, students will be enrolled on a first come first served basis. If the number of students who wish to attend the Charter School exceeds capacity, admission to the Charter School for the impacted grade level(s) shall be determined by a publicly held random drawing ("lottery"). Existing students of the school Charter School shall automatically be enrolled and shall not be a part of the lottery. Admission preference in the case of a lottery shall be given to the following students in the following priority order:

1. Siblings of existing students currently attend MCCV.
2. MCCV staff members' children.
3. Students who reside in the MCCV former attendance area
4. Students who reside within the Petaluma City Schools jurisdictional boundaries.
5. Students who reside outside the jurisdictional boundaries of Petaluma City Schools but in the geographical area of the PCS (must have Petaluma City address).
6. Students who reside outside Petaluma City Schools jurisdictional boundaries and do not have a Petaluma City address.

The lottery will take place at the Charter School at a date and time that will help ensure all interested parties will be able to attend. Rules and procedures regarding the lottery will be communicated to all interested parties prior to holding the lottery.

Waiting list letters will be sent so that families have a clearer understanding of their priority status. The waitlist will allow students to enroll in available slots that may arise during the school year.

Petaluma City Schools/Charter School will contact the parents/guardians of students who have been promoted off the waiting list and advise them of the promotion as well as timelines and the means by which the parents/guardians must respond to the Charter School in order to secure admission. A new waitlist will be generated each year, as needed after the public lottery is held. Families who choose to not enroll/attend when space becomes available will lose their slot and move to the bottom of the waitlist.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

Annual Audit

MCCV will adhere to the policies and administrative regulations adopted by the Petaluma City Schools Board of Education. MCCV participates in the annual audit of the Petaluma City Schools. Petaluma City Schools/Charter School shall resolve any audit exceptions and/or deficiencies in accordance with guidance provided by the auditor and in keeping with Petaluma City Schools' policies and procedures. Any exceptions or deficiencies will be corrected to the satisfaction of the Petaluma City Schools.

Budget Development

Budget Development of the MCCV will be performed by the Petaluma City Schools' Chief Business Official or designee.

Financial Reporting

The accounting of the Charter School's budgets, revenues, and expenditures will be conducted by Petaluma City Schools using the same financial data systems and protocols that are used by the District for other District operated schools. Annual reporting of receipts and expenditures will be provided by Petaluma City Schools' administration to the Petaluma City Schools Board through the use of these systems and protocols.

ELEMENT 10: THE PROCEDURES BY WHICH PUPILS MAY BE SUSPENDED OR EXPELLED

Governing Law: The procedures by which pupils may be suspended or expelled. [Education Code Section 47605 (c)(5)(J).]

MCCV shall comply with and implement the pupil suspension and expulsion policies as approved by the Petaluma City Schools Board of Education.

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

ELEMENT 11: EMPLOYEES RETIREMENT SYSTEM, OR FEDERAL SOCIAL SECURITY

Governing Law: 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. [Education Code Section 47605 (c)(5)(K).]

All non-certificated and certificated staff at the MCCV shall participate in either the Public

Employees Retirement System (PERS) or the State Teachers' Retirement System (STRS) as applicable. The Charter School, through the Petaluma City Schools, shall be responsible to ensure that arrangements for coverage are made. Petaluma City Schools shall create any reports required by STRS or PERS for Charter School employees.

The Charter School or Petaluma City Schools shall inform all applicants for positions within the Charter School of the retirement system options for staff at the school.

ELEMENT 12: THE PUBLIC SCHOOL ALTERNATIVES FOR PUPILS RESIDING WITHIN THE DISTRICT WHO CHOOSE NOT TO ATTEND CHARTER SCHOOLS

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend Charter Schools. [Education Code Section 47605 (c)(5)(L).]

No student may be required to attend the MCCV. Students who reside within Petaluma City Schools who choose not to attend the Charter School may attend another school within Petaluma City Schools according to its policy or may pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

ELEMENT 13: EMPLOYEE RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a Charter School and of any rights of return to the school district after employment at a Charter School. [Education Code Section 47605 (c)(5)(M).]

Neither the MCCV nor Petaluma City Schools will require any employee to work at the Charter School. All employees assigned to the MCCV shall be employees of Petaluma City Schools. All District employees working at the MCCV shall enjoy all the rights and benefits assured to them in their employment contracts, by the Petaluma City Schools Board Policy, and the Education Code.

Certificated Employees

All certificated Petaluma City Schools employees who are assigned to teach at the Charter School will have the right to be a member of the Petaluma Federation of Teachers, Local 1881 (PFT) collective bargaining unit and shall be afforded Education Code rights and those rights and benefits specified in the PFT collective bargaining agreement between PFT and Petaluma City Schools while assigned to the Charter School in the same manner as other PCS certificated employees.

Classified Employees

All Petaluma City Schools classified employees who are assigned to perform work for or at the Charter School, whether exclusively or as part of their individual Petaluma City Schools work assignments, will have the right to be a member of the California School Employees' Association, Petaluma Chapter #212 classified bargaining unit (CSEA), and be covered by the collective bargaining agreement between CSEA and Petaluma City Schools in the same manner as other PCS classified employees.

Exclusive Public School Employer

Petaluma City School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act.

ELEMENT 14: DISPUTE RESOLUTION PROCESS

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter. [Education Code Section 47605 (c)(5)(N).]

Disputes Arising from within the Charter School

Internal disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, and advisors, will be resolved by the same processes that are in place among other schools within Petaluma City Schools.

ELEMENT 15: THE PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSSES

Governing Law: A description of the procedures to be used if the Charter School closes. [Education Code Section 47605(c)(5)(O).]

If MCCV ceases to operate for any reason, Petaluma City Schools shall be the “responsible entity” to conduct closure-related activities pursuant to Title 5 of the California Code of Regulations Section 11962. Closure of the Charter School will be documented by official action of the Petaluma City Schools Board of Trustees. The action will identify the reason(s) for closure, as well as identify a person(s) responsible for closure-related activities.

Petaluma City Schools will promptly notify parents and students of the Charter School, Sonoma County Office of Education, the Sonoma County SELPA, the retirement systems in which the Charter School’s employees participate (i.e., Public Employees’ Retirement System, State Teachers’ Retirement System, federal social security, and any others as appropriate), 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, including the pupils’ school districts of residence. Information will include the manner in which parents/guardians may obtain copies of pupil records.

Petaluma City Schools 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 Petaluma School Board’s decision to close the Charter School.

As applicable, the Charter School will provide parents and students with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. 1232 g. Petaluma City Schools will store original records of the Charter School students. Upon the Charter School’s closure, all records of the Charter School, including state assessment results, special education records, and personnel records, will be maintained by Petaluma City Schools in accordance with applicable law.

All state assessment results, special education records, and personnel records will be transferred to and maintained by Petaluma City Schools in accordance with applicable law.

As soon as reasonable and practical, the Charter School, with the assistance of Petaluma City Schools, will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant and will be provided to the district promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an

inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

Petaluma City Schools will complete and file any annual reports required pursuant to Education Code Section 47604.33.

Upon closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, shall remain with Petaluma City Schools except that the Charter School shall return 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.

Renewal Term:

The term of the MCCV's charter renewal will begin on June 30, 2020, and expire five years thereafter on June 30, 2025.