



A Title I Academic Achievement Award Winning School



CHARTER PETITION

2014-2019

April 2014

California State Charter Number 64

Prior Authorizations 2009, 2004, 1999, 1994

Chula Vista Elementary School District

www.muellercharterschool.org

“OUR STUDENTS WILL CHANGE THE WORLD”

At MCS, we believe that every child has the potential to change the world. We believe that a future president, a master engineer, a concert cellist, a ground breaking oncologist, a space pioneer, a Nobel Award winner—is currently sitting in a classroom somewhere in America - and that he or she just might be right here at Mueller Charter School. Our children will change the world!

We believe that every child has unlimited potential for learning.

We believe that we can create a K-12 school that is a national model in its ability to meet the complex needs of our students and their families, to offer exciting and challenging learning experiences, and to engender extraordinary academic results by any measure.

We believe that we can create opportunities for genuine parent governance and participation, and create options in which the community can become inextricably linked with the mission of our school.

We believe that we have the ability, the will, the opportunity and the obligation to re-invent the institution of schools, to challenge the status quo, to remove barriers to our students’ success, and to make Mueller Charter School worthy of its children.

We believe that our students will change the world.

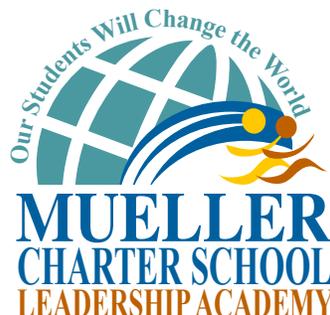


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OVERVIEW

Mueller Charter School (MCS) is a fiscally independent, K-12 charter entering its 21st year of distinguished service to the community of western Chula Vista. MCS is comprised of three programs:

- Mueller Charter Elementary (for grades K-6)
- Mueller Charter Leadership Academy (for middle school grades 7-8)
- Bayfront Charter High School (for grades 9-12)

MCS is located 7 miles north of the Mexico/California border, and is one of 46 schools in the Chula Vista Elementary School District. The main campus was built in 1955 and consists of 44 K-8 classrooms. Though the facility is old, a multi-million dollar modernization project in the summer of 2000 upgraded physical facilities. The school plant now features a performing arts center, multimedia center, computer lab, and classrooms equipped with the latest in educational technology.

In addition to its main campus, MCLA features a science classroom on site at the Living Coast Discovery Center, and Bayfront Charter High School is located on a satellite campus, which when fully operational, will serve approximately 450 students.

Approximately 76% of our students live in apartment complexes within walking distance of their school. A large percentage of the population comes from single parent families with considerable economic need. Some 87% receive free or reduced price lunches, and over half the children enrolled in regular education are Title 1 students.

Currently, 48% of our students are English Language learners. Transiency rates continue to be a challenge with a turnover that at times exceeds 20%. Current demographic information is available on our website: www.muellercharterschool.org.

In spite of these many challenges, MCS has received multiple honors and awards over the previous five years, including:

- Title I Academic Achievement Award (2009)
- Golden Bell Award, from the California School Boards Association (2010)
- California Business for Education Excellence Honor Roll (2009, 2010, 2011)
- National Urban School Transformation Award (2012)

School Mission

The mission of Mueller Charter School is to create the programs, strategies, policies, and supports required to boost 90% of our children to grade level by the end of each school year.

In addition, we encourage our students to develop their full potential as citizens, artists, writers, athletes, scholars, thinkers, leaders, and learners.

Purpose of the Charter Petition

The Charter Petition serves as a business plan for Mueller Charter School, and, as required in Education Code (EC 47605), describes our mission and goals, our curriculum and instructional methods, our programs, policies and systems, and the metrics we will use to continuously monitor and report our progress.

Goals For Students:

- Establish the academically rigorous essential learnings that a student is required to master in order to successfully make the transition to middle school and high school and align the curriculum and teaching strategies to realize that goal.
- Prepare students for their future, not only by mastering the essential learnings, but also by creating an instructional environment that cultivates the ‘habits of mind’ that will lead to success for every student. Those include the ability and desire to think critically and analytically, to problem solve, to engage in rigorous inquiry, to persist with frustrating and ambiguous learning tasks, take intellectual risks, reason logically, foster one’s own creativity, reach conclusions independently, use technology as a tool to assist in intellectual development, accept feedback, and demonstrate flexibility in thinking.
- Enable students to develop their potential and to acquire the knowledge, skills, and attitudes necessary to participate in a diverse and ever-changing society.
- Nurture resiliency in every child by identifying risk factors which can inhibit learning, and creating strategies and assets to overcome those risk factors.
- Encourage children's active interest in lifelong learning.
- Provide opportunities for students to learn in a variety of social contexts: as an independent learner, but also in teams, pairs, peer groups, multi-age groups.
- Provide students and parents with expanded choices in the type of educational opportunities available within the public school system.

Goals For Staff:

- Create professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Create dynamic teacher teams that are afforded common planning time to help organize and improve the quality and quantity of interactions between teachers and students.
- Improve student learning by encouraging different and innovative teaching methods, especially those which will help to make instruction more relevant to our pupils.
- Create systems that promote frequent assessment of student progress, on-going and consistent feedback, collaborative scoring and discussion of student work, mid-course adjustments, and multiple opportunities for improvement.
- Ensure that teachers assess the individual learning needs of students through the use of multiple assessments and tailoring instructional strategies accordingly.
- Entrust teachers with the responsibility of implementing schedules that are consistent with the way students learn and allow for effective grade level teaming, common planning time, and other lesson planning.
- Review, disseminate, and infuse the very latest research in effective schools, engendering student achievement, second language acquisition, and organizational development.

Goals For Community:

- Institute structural leadership systems that allow for substantive involvement in decision-making by students, teachers, family members, and the community and that support effective communication among these groups.

- Provide parents with meaningful opportunities to participate in their child’s academic achievement and school success.
- Hold this school, established under the Charter School Act of 1992, accountable for meeting measurable student outcomes.

ELEMENT ONE: Program Description

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 of the 21st century, and how learning best occurs. The goals identified in the program must include the objectives of enabling pupils to become self-motivated, competent, and lifelong learners.

Instructional Philosophy

To be *proficient* on the Common Core State Standards requires that students master basic skills in language arts and mathematics. These basic literacy skills are essential for children as a foundation for continued academic development in the K-12 public education system. Mastery of these skills is mandatory for every student enrolled at MCS.

These, however, are not the only essential skills that our students must master. There are many other attributes that form the requisite foundation of an educated citizen—most of which are not easily measured, or assessed on standardized tests. They include, among other things:

- Critical, creative, strategic, analytical thinking;
- Curiosity, creativity, intrinsic motivation;
- The ability to use technology to solve problems and to communicate;
- A knack for invention, innovation and an entrepreneurial spirit;
- An appreciation for the visual and performing arts;
- An appreciation for the importance of personal health and happiness;
- Social consciousness, open mindedness, global awareness, environmental responsibility and awareness, the ability to communicate in multiple mediums and languages and to navigate across cultural nuances;
- Leadership, advocacy, respect and service to others;
- Developing and encouraging self worth and confidence;
- The ability to work with others, and to work on teams, to achieve a common purpose;
- Emotional and spiritual intelligence among the range of multiple intelligences;
- Resiliency, balance, and inner peace.

We are committed to fostering and celebrating these attributes in our students in equal proportion to their progress in math and language arts.

Academic Programs

Literacy Academy

The Literacy Academy was created at Mueller Charter School for all students in Kindergarten through 3rd Grade. The goal is to assist them in meeting the challenging academic standards of the State of California– especially in Language Arts. A key principle of this program is that **no child will be promoted to 4th grade without first mastering the grade level standards in reading for 3rd Grade.**

Pre School

MCS seeks to operate its own Pre-School program. The program, in collaboration with the CVESD pre-school program, will expose children to social and emotional development, language and literacy, English language development, and mathematics.

Kindergarten

MCS operates a full-day Kindergarten program, as well as a half-day Transitional Kindergarten program for younger students according to our established cut-off dates.

Bridge Program

The goal of the MCS Bridge program is to develop in students a love for reading, writing, math, science and the arts. This program provides an enrichment year for students who have completed the kindergarten program and who need more time to master the academic and social competencies necessary to be fully prepared for reading, writing, and math in first grade.

Multi-age Program

MCS offers a number of multi-age classrooms, which allow children to learn and accelerate at their own pace. In these classrooms, students are not grouped by traditional grade levels, but rather by their academic interests, talents, and potential for achievement. Like all students at Mueller Charter School, these students are expected to be at grade level by the end of the school year.

Grade 6

6th grade students will also be challenged in departmentalized classes. They will rotate to math, language arts, science, social studies and physical education. 6th graders will be required to earn Honor Student status in order to be eligible for special activities including 6th grade camp and end of the year promotion ceremonies.

MCLA: Middle School For Grades 7 and 8

MCS will continue to expand and develop its Middle School model for 7th and 8th grade students in order to help facilitate the transition to Middle School or High School. This program, known as Mueller Charter Leadership Academy (MCLA) features an accelerated curriculum designed to prepare children for advanced placement and honors-level classes at the high school. In this program, students switch classes for math, language arts, science and social studies, and are provided with challenging, age-appropriate learning experiences, in one of several satellite classrooms. Students will be provided a comprehensive program to include physical education, foreign language, enrichment and leadership opportunities, and an exciting visit to local colleges and universities. Students must apply for MCLA and be accepted. The Middle School program will admit students in numbers determined by staff in an effort to balance the budget and achieve organizational goals.

Bayfront Charter High School, for Grades 9-12

Bayfront Charter High School will open for 150, 9th grade students in 2014-15. The school will grow by one grade level in each successive year, reaching full capacity for the 2017-18 school year.

- The high school features an Academy for College and Career Exploration
- All courses offered at Bayfront Charter High School will meet criteria for WASC accreditation and A-G certification by University of California.
- All courses are consistent with Common Core State Standards for grades 9-12.
- Like Mueller Charter School and MCLA, Bayfront Charter High School is accountable for adherence to the following:
 - Abide by the conditions, standards, procedures set forth in the Charter Petition;
 - Meet or pursue the Pupil Outcomes identified in Element Two of the Charter Petition;
 - Follow all accounting standards for fiscal management;
 - Follow all provisions of the law.
- Specific details on HOW these four criteria are consistently met will be described in the BAYFRONT AGREEMENT, a memorandum of understanding that is jointly developed, reviewed and revised between Bayfront staff and the Mueller Charter School Board.

Program Features and Policies

MCS Extended Year-Extended Day

At MCS we regard “time” as a valuable and critical resource. To achieve the goals of our charter we structure our day and year in non-traditional ways:

- MCS provides students with an extended year program which includes more than 180 days of instruction.
- MCS follows a national charter school trend of providing students an extended instructional day.

Curricular Focus: Literacy with an Emphasis on Writing

MCS has established and will continue to maintain a strong school-wide focus on literacy, with a special emphasis in writing. Features of our writing curriculum include the following:

- Writing as a vehicle for improving students’ reading, speaking, listening and overall communication skills;
- Writing across all curriculum areas;
- Writing as a form of leadership;
- Daily opportunities for students to develop and demonstrate their voice through formal, informal, creative and critical, writing styles;
- Opportunities to write for a variety of audiences, for a variety of purposes, through the use of multiple genres and multiple languages;
- Multimedia technology used as a tool for effective writing and communication;

- Opportunities for students to showcase their writing through student publications and anthologies, writing contests, participation in “Border Voices,” student journalism, original student productions and performances, poets in residence, and visiting authors;
- Writing to address grade level standards, as measured by established rubrics and anchor papers and evidenced on standards-based report cards and student portfolios;
- Professional development and training to improve writing instruction for all staff;
- Implementation of The Write Institute model as a method to promote academic and effective writing for students who are English learners.

Curriculum

- Mueller Charter School supports the strengths and needs of all students through instructional design and ongoing professional growth in teaching and learning.
- To promote current and effective pedagogical approaches, comprehensive professional development opportunities are provided in the areas of balanced literacy, data analysis, critical thinking, differentiated instruction, English language development, and mathematical problem solving.
- All teachers are recertified annually to administer the California English Language Development Test (CELDT).
- Teachers will have the flexibility to select appropriate materials for individual students or groups of students to achieve school-wide goals and state academic standards.
- The staff will research and utilize the most effective curricular materials and resources in order to accommodate students who need additional support or enrichment. All materials will align with Common Core State Standards.
- Teachers will have the option to group students according to their educational needs.

Alternative Instructional Strategies

- Teachers will implement innovative instructional practices featuring differentiated instruction. This will be achieved by teaching to each student’s multiple intelligences and learning modalities and by utilizing thematic, standards-based instruction as well as “gradual release of responsibility”. These strategies will occur in, but are not limited to, multi-age classrooms, gender-based classrooms, and single subject classrooms (middle school and high school only); classrooms where students loop with the same peers and/or the same teacher for two or more school years.
- Students may receive skill-specific instruction based on their needs and strengths in daily instructional (RIT) groups determined by performance on quarterly Measures of Academic Progress (MAPs).
- English learners will be provided primary language support, Guided Language Acquisition Design (Project GLAD), Specially Designed Academic Instruction in English (SDAIE) strategies, and will participate in daily instructional blocks of English Language Development (ELD).
- Students develop a sense of accountability for their learning outcomes by participating in academic goal setting and reflection on their progress.
- The Gradual Release of Responsibility framework is used as an optimal model for providing effective instruction through transitioning responsibility from the teacher to the student.

Specialists and Consultants

We will continue to explore the use of coaches, specialists and/or consultants in the following areas:

- Language Arts
- Math
- Library/Literacy Center
- Science
- Multimedia/Technology
- Physical Education
- Oral Communication and Speech
- Fine Arts
- Music
- Bilingual Language Arts
- Foreign language

Enrollment / Class Size Goals

- In order to best meet students' needs, students in grades 4-12 will be assigned to teachers in numbers agreed upon by the principal and individual classroom teachers. The Leadership Council is solely responsible for reviewing, monitoring and determining class size in accordance with site budget and organizational goals.
- Our goal is to maintain class sizes throughout the school, which are less than the Chula Vista Elementary School District average.
- MCS will maintain an extended school year calendar that will exceed 180 instructional days for all regular education students, as long as the budget permits.
- For Grades 7-12, the school year will be a minimum of 180 days.

Parent/Community Involvement

A child's school, along with his or her home, are the primary environments where their learning occurs. Working with families in a partnership for student success is a priority for Mueller Charter School. This commitment involves recruiting parents and guiding them to be their child's first educator. Mueller Charter School will provide opportunities for families to become knowledgeable and skilled in working with their children on achieving success.

- Subcommittees, task forces, panels and community forums are vehicles for parent participation in school governance.
- Parents and other community members will be invited to participate in school improvement meetings that will be scheduled by the Leadership Council. Some of these committees may work on improving student attendance, community relations, intersession, etc.
- The PTO may provide and coordinate volunteers in the after school programs, and special annual events such as the Halloween Carnival and Olympic Festival.

Parent Compact

- Parents are required to sign the Parent Compact. Each parent agrees to read and sign the “Conditions for Enrollment” which include:
 - MCS/BCHS Attendance Policy
 - MCS/BCHS Promotion/Retention/Graduation Policy
 - MCS/BCHS Student Behavior Expectations
- The Compact also offers highlights Parent Standards from the National PTA:
 - To provide the structure at home for study, reflection and independent work
 - To make school success a family priority
 - To communicate regularly with their child’s teacher
 - To participate daily in their child’s learning

Parent Participation Strategies

- Participation in all teacher home visits at least once each school year.
- Participation in all parent conferences and student-led conferences throughout the school year.
- Parent/family support through the MCS Counseling Center.
- Parenting classes offered through the MCS Counseling Center.
- Providing home conditions that support learning.
- Opportunities to participate an assortment of workshops offered to families throughout the school year providing families with training on how to successfully work with children on homework, reading, achievement, etc.

Student Activities

- Students will have an opportunity to participate in programs before, during and after school, which develop their interests and skills. Examples may include student council, athletics, soccer club, chess club, STRETCH, safety patrol, cheerleading, etc.
- Students will be encouraged to complete community service projects throughout the year.
- Students will participate in regularly scheduled school-wide assemblies during which we will celebrate student achievement and recognize honor students, and the multiple intelligences.
- All students will be encouraged to learn about characteristics of successful students, leaders, and citizens.
- Students in grades 4-12 will have the opportunity to participate in extracurricular programs and activities that may include interscholastic sports, recreation, after school enrichment, or field trips.

Attendance/Tardies

- Student attendance is monitored on a daily basis. Students are expected to be on time and in attendance at school every day. Student attendance during an assigned intersession is mandatory.
- Parents will be notified when their child has demonstrated a pattern of excessive absences or tardies. In addition, parents will be reminded of their legal obligation to send their children to school.

- MCS will maintain an incentive program to improve the attendance of students who are habitually absent, truant, or tardy. The program will include home visits and parent education.
- In more serious cases, parents may be asked to review the attendance agreement described in the Parent Compact or students may be referred to the Student Attendance Review Team (SART) If improvement is not observed, the student will be referred to the CVESD School Attendance Review Board (SARB).
- Continued enrollment at MCS is contingent on compliance with the Attendance Agreement.

School-wide Behavior Plan

- MCS has a school-wide behavior plan that clearly delineates our expected standards of behavior, as well as the rewards for outstanding students and consequences for students who violate the behavior expectations. The purpose of our Behavior Plan is to provide students with the support, resources, and consistency they need to meet the behavioral expectations.
- The Behavior Plan, as described in the Parent Compact, will be implemented by all teachers, support staff, charter helpers, and volunteers.
- The MCS behavior plan will be signed by all parents.
- The Behavior Plan provides alternatives to modify student behavior, reduce school suspensions, increase safety for staff and students, and encourage good citizenship.

Resiliency Quadrants: At Risk/Title I

- All students are expected to be at grade level, regardless of risk factors which may be present in a child's life. MCS has created a process called the "Resiliency Quadrant System" to diagnose risk factors and the effect of those factors on learning, and to create appropriate services and interventions to assist children in overcoming learning barriers. The emphasis of this system is on fostering resiliency and health rather than labeling children "at risk."
- Every child is identified as a member of one of 4 quadrants: Q4: at or above grade level (according to the Common Core State Standards, the California Assessment of Student Performance and Progress (CAASPP), and MAPS); Q3: below grade level but making progress; Q2: below grade level and experiencing significant "risk factors" which are inhibiting their learning; Q1: students with an IEP, or students who are presently in profound life crisis.
- Appropriate interventions, services, and strategies are then developed according to individual needs of children within each quadrant.
- The presence of risk factors is diagnosed as they relate to academic achievement, attendance records, school behavior, Title I identification, teacher judgment, home (including drug abuse, family crisis, health, etc.).
- The staff will expand available resources for counseling and/or intervention for students and/or families when feasible. These services will be provided by our full time school counselor, psychologist, nurse, student advocate, and special education staff.
- A family resource center will provide services to families in the MCS attendance area. In addition, services are provided by the Chula Vista Police Department, County Mental Health, County Probation Department, and South Bay Community Health Services.

English Language Development

- MCS is committed to continuing research and development of alternative strategies and systems to address the needs of children learning English as a second language.
- MCS will continue to recruit bilingual teachers as necessary.
- Students will be heterogeneously placed in classrooms across each grade level, with the objective of maintaining a balance of ELD students and English language models in every class.
- MCLA/BCHS will offer Spanish classes for native Spanish speakers and also Spanish as a second language as an elective course.
- MCLA/BCHS will offer a foreign language elective that will include French when we have qualified staff to do so.
- Many ELD (English Language Development) students at MCS are enrolled in grades K-12. Teachers will provide SDAIE (Specially Designed Academic Instruction in English) to support all English learners.
- All MCS students will participate in a daily, school-wide English Language Development Program which is embedded in ELD and Common Core State Standards. Student language proficiency levels will be assessed by CELDT scores, teacher judgment, and other appropriate assessment tools.
- English learners are expected to make gains of at least one language proficiency level per year as measured by the CELDT assessment.
- Portfolios will be used to monitor the progress of all students who are acquiring English as a second language. Reading levels, MAPS results, writing samples, or other work samples will be included in these portfolios, in addition to all of the required district identification, placement, assessment, and re-designation criteria.

Gifted and Talented

- MCS is committed to developing the abilities and improving the skills of all students in a program incorporating multiple intelligences.
- This will be achieved through activities, which may include teaming, and/or enrichment opportunities.
- An enrichment program provides students with educational experiences in creative and performing arts, and health & fitness.
- Student growth will be monitored by MAPS, portfolio assessment, culminating projects, performance tasks, project-based learning, and standardized and/or teacher made tests.

ELEMENT TWO: School Goals

The measurable pupil outcomes identified for use by the charter school. "Pupil Outcomes," for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

In 2008, The National Consensus Panel on Charter School Academic Quality, under the auspices of the National Alliance for Public Charter Schools, released a model framework for communicating consistent “Quality Indicators” for charter schools.

In June 2013, the California Legislature Adopted AB 97 and the Governor signed it into law. The Local Control Funding Formula (LCFF) provides all public schools greater autonomy with regard to spending and simultaneously requires greater accountability. All public schools, including charters, are required by law to develop a Local Control Accountability Plan (LCAP) which describes our goals for all students—but specifically “English learners, students from low-income families, and foster youth” -- in response to California’s eight priorities.

Element Two integrates Mueller Charter School’s mission, the “Quality Indicators Framework” developed by the National Alliance for Public Charter Schools, and the eight state priorities reflected in our Local Control Accountability Plan.

Mueller Charter School Quality Indicators:

Quality Indicators are how we define and measure *Academic Quality*, as well as the quality of *Service*— and even the quality of *Life* at Mueller Charter School. Quality is measured by:

- **Student Achievement**
- **Student Progress over Time**
- **Student Engagement**
- **Teacher Engagement**
- **Parent Engagement**
- **School Climate**

Measuring the Quality Indicators

QUALITY INDICATOR 1: Student Achievement

State Priority 4 (Local Control Accountability Plan):

- 90% of MCS Grade 3-8 and 10th grade students will perform at Proficient or Advanced level on the LANGUAGE ARTS, MATH, WRITING, and SCIENCE all sections of the California Standards Test (CST). CAASPP
- 100% of state-mandated AYP goals will be met for all critical subgroups of students, including English Language Learners.
- 90% of MCS students will perform at the Proficient level on MATH, LANGUAGE, and READING portions of CVESD local measures. MAPS.
- 90% of MCS students with IEP goals will make measurable gains toward achieving those goals.
- 90% of High School Students enrolled at BCHS will successfully pass the CAHSEE

- 90% of High School Students enrolled at BCHS will pass at least one Advanced Placement exam with a score of 3 or higher .
- 90% of High School Students enrolled at BCHS will successfully prepare for and complete the Scholastic Aptitude Test.

QUALITY INDICATOR 2: *Student Progress Over Time*

State Priorities 4, 8 (*Local Control Accountability Plan*):

- • 90% of MCS 2-6 grade students will improve by at least one performance level in LANGUAGE ARTS, MATH, WRITING and SCIENCE as demonstrated by their report card grade.
- • 90% of MCLA students in grades 7-12 will demonstrate steady and consistent improvement of their grade point average.
- • 90% of BCHS students in grades 9-12 will demonstrate steady and consistent improvement of their grade point average.
- 90% of MCS Grade 3-8 and 10th grade students will improve by at least one performance level on all sections of the CAASPP.
- MCS will demonstrate continuous improvement each year on the overall Academic Performance Index (API), and the Similar Schools and Statewide Rankings.
- 90% of English Language Learners will achieve their Annual Measurable Achievement Objectives—(AMAO 1 and AMAO 2 goals).
- 90% of English Language Learners who remain at MCS will be reclassified within 5 years.
- 90% of MCS students, including ELL’s, will grow at least 15 points on MAPS.
- 90% of MCS students, will exceed NWEA’s recommended MAPS growth rates.

QUALITY INDICATOR 3: *Student Engagement*

State Priorities 1, 2, 5, 6, 7 (*Local Control Accountability Plan*):

- 100% MCS students will have sufficient access to standards-aligned instructional materials
- 100% of MCS students will have access to academic content and performance standards as described in Common Core State Standards
- 100% of MCS students Grades K-6 will be enrolled in a broad course of study that includes all subject areas described in EC 51210
- 100% of MCLA/BCHS students Grades 7-12 will be enrolled in a broad course of study that includes all subject areas described in EC 51220.
- 100% of English language learners will have access to English language development standards
- 90% of High School Students enrolled at BCHS will successfully complete coursework that is compliant with A-G requirements.
- 100% of High School Students enrolled at BCHS will successfully complete coursework pursuant to college preparedness.
- 95% of High School Students continuously enrolled at BCHS for three or more years will graduate from high school.
- 100% of High School Students who drop out of BCHS will be contacted and offered services and alternatives to complete their high school diploma.

- Less than 10 MCS students will appear on the CVESD critical attendance list for excessive absences.
- 90% of MCS students will successfully present their portfolios during Parent-Teacher Conferences.
- 90% of MCS students will Achieve Honor Student status at least 5 times during the year.

QUALITY INDICATOR 4: *Teacher Engagement*

State Priorities 1, 6 (*Local Control Accountability Plan*):

- 100% of MCS teachers will be fully credentialed in their subject areas and appropriately assigned.
- In addition, 90% of MCS TEACHERS will:
 - Establish and progress toward achieving annual **professional goals**.
 - Participate in at least one project or training in which they play a **lead role**.
 - Participate in on-going **professional training**: including either an advanced degree program, National Board Certification, promising practices, readings, observations, or Professional Learning Network.

QUALITY INDICATOR 5: *Parent Engagement*

State Priorities 3, 6 (*Local Control Accountability Plan*):

- MCS will steadily increase parent participation in decision making, school governance, and school improvement opportunities
- In addition, 90% of MCS PARENTS will:
 - Participate in home visits and quarterly **parent conferences**.
 - Read, discuss, understand, and sign “*Agreements*” listed in the **Parent Compact**.
 - Participate in **volunteer** activities (field trip, special event, at school) .

QUALITY INDICATOR 6: *School Climate*

State Priorities 1, 3, 5, 6 (*Local Control Accountability Plan*):

- 90% of surveyed students, parents and staff will indicate that school facilities are maintained in good repair.
- 90% of surveyed students, parents and staff will indicate that they feel safe in their school;
- 90% of surveyed students, parents and staff will indicate that they feel connected to their school and that their opinions matter;
- MCS will maintain a suspension and expulsion rate that is below the district, county and state averages

ELEMENT THREE: Evidence of Progress

The method by which pupil progress in meeting those pupil outcomes is to be measured.

Our choice of methods to monitor pupil progress is based on the following beliefs about assessment:

- In order to have a complete picture of a student's growth, different types of assessment must be used including summative, formative, and diagnostic methods.
- Assessment should focus on a student's progress toward a proficiency standard based on the Grade Level Standards for the State of California.
- Assessment should promote and support reflection and self-evaluation by students, teachers and support staff.
- The Standards and learning outcomes should be communicated to and understood by students, parents and teachers.

Multiple Measures

Teachers will use multiple measures to monitor student progress toward our charter goals and our LCAP, and to modify and adjust instruction based on student needs. Student growth and progress will be monitored by the following:

- Standards-based report cards
- Smarter Balanced California Assessment of Student Performance and Progress (CAASPP)
- MAPs (Measure of Academic Progress)
- ELD monthly progress assessment
- Teacher-generated informal assessments
- Culminating activities
- Long-term, meaningful assignments
- Performance-based assessments
- QRI: (Qualitative Reading Inventory)
- Project-based assignments and performance tasks
- Anecdotal records
- Student daily work
- Student portfolios
- CELDT (California English Language Development Test)
- LAS (Language Assessment Scales) if applicable
- CALPS (Cognitive Academic Language Proficiency Scales) if applicable
- High School: CAHSEE, Advance Placement Exams, Scholastic Aptitude Test (SAT), service learning projects, senior exhibitions

ELEMENT FOUR: Governance

The governance structure of the school, including but not limited to, the process to be followed by the school in order to ensure parental involvement.

The Charter Board will remain one of the vehicles for parent participation in governance, along with the Parent Council, the high school Community Council, subcommittees, hiring panels, the PTO, and the Bilingual Advisory Committee. School-wide announcements of meetings, posting of minutes, community forums, and other methods will be used to increase awareness.

Governance at MCS

Pursuant to the requirements of Education Code 47611.5, Mueller Charter School hereby declares that for the purposes of Government Code 3540.1, it shall be the exclusive public school employer. *(Amended March 2000)*

The governance structure has been developed to assure that:

- The overall organization in the school focuses on student achievement and development, especially, the charter goal of 90% at grade level;
- All stakeholders have opportunity for representation, input and shared responsibility;
- Decision-making will include parents/community members, and staff members;
- The charter school program is effective and accountable, especially with regard to the Local Control Accountability Plan;
- Decisions are made whenever possible utilizing a consensus model;
- All staff are accountable for the success of their students and the success of their colleagues.

The governance structure will be revised based on needs.

Amending the Charter

This charter can be amended or revoked at any time through a two-thirds vote of the on-site staff. This includes MCS staff members who work a minimum of 15 hours per week, and any changes in the petition can be proposed to staff after it has been presented and approved by consensus of the leadership council members. The following voting procedures will be followed for Charter Amendments:

- All staff will be invited to submit proposed amendments to the Charter Petition;
- The Leadership Council will review all proposed changes to the petition and will assess each proposal on the basis of consistency with charter goals, needs of children, and applicable laws and policies;
- Leadership Council will establish a timeline for voting process;
- A series of staff workshops will be held for open discussion, debate and revisions;
- When the vote is taken, staff will be asked to vote on all changes at once. Any staff member may request that a particular item is withheld from the first vote in order to allow for further discussion. If an item or items are withheld, they will not be included in the first vote. All remaining items will be simultaneously approved with 2/3 vote of staff on secret ballot. Staff will be offered an opportunity to seek clarification on the items that they requested to be pulled. If they still do not feel they can vote to approve the amendment, the item will be held for one more week. During that week, additional workshops will be held to discuss and attempt to reach

a consensus on proposed language. A final vote will be taken at the end of that week. All remaining proposed amendments will be approved with 2/3 vote of staff on secret ballot;

- Approved revisions to the Charter Petition will be distributed to all staff, and forwarded to the CVESD Superintendent;
- All steps of the process will be documented in Leadership Council Minutes;
- Each staff member will select proxy if they are unable to be present for the vote. The Leadership Council will ensure that all voting members fulfill their responsibility to read and discuss all issues prior to voting.

Revoking the Charter

The charter may also be revoked by the Chula Vista Elementary School District if it is determined the charter school has done any of the following:

- Committed a material violation of any conditions, standards, or procedures set forth in this charter petition;
- Failed to meet or pursue any of the pupil outcomes identified in this charter petition;
- Failed to meet generally accepted accounting standards of fiscal management or violated any provision of law.

Employee Dispute Resolution

The following shall be used for **Resolution of Disputes** arising from MCS. A *grievance*, hereafter referred to as a dispute, is a claim by any staff member/employee that the Charter has been violated, misinterpreted, or misapplied with respect to the employee.

Informal. All Mueller employees will seek an informal resolution to a dispute before formally advancing to Stage I.

Stage I: Any employee having a dispute, unresolved by informal means, shall present the dispute in writing to the Principal within 14 days of the event or condition giving rise to the dispute. The Principal shall meet with the employee and other persons as mutually determined by the Principal and the employee. If the dispute is not resolved to the satisfaction of the employee in 14 days following receipt by the Principal, the dispute shall be deemed unresolved, and the employee may advance to Stage II.

Stage II: Within 28 days of original receipt of the dispute by the Principal the employee may request in writing mediation by an individual mutually agreed to by the employee and the Principal. If that mediation fails to resolve the dispute to the satisfaction of the employee within 42 days of original receipt of the dispute by the Principal the employee may advance to Stage III.

Stage III: Within 42 days of original receipt of the dispute by the Principal the employee may direct MCS in writing to retain the services of the San Diego Mediation Center to facilitate a resolution of the dispute. The school shall schedule a Mediation session within 28 calendar days.

Stage IV: If the dispute is not resolved to the satisfaction of both parties within 14 days of the Mediation session, or if the Mediation session is not held within 28 calendar days of being requested in writing, either party may demand that the dispute be submitted to final and binding arbitration. The employee shall select one of two types of binding arbitration and the Mueller Charter School shall have the legal responsibility to arrange such arbitration in a timely fashion.

Arbitration shall be conducted by a three-person panel composed of one person appointed by the employee and one by the Principal and a third person selected by the two appointees. No family member of the employee or the Principal may serve on the panel. No formal rules of evidence or procedure shall apply. The arbitrators will have no power to modify the charter of MCS or this Agreement. The decision of the arbitrators may be entered as a judgment in any California court. Either party may be represented by counsel at their own expense. To the extent that the arbitrators find in favor of the employee, MCS shall reimburse the employee for the reasonable cost of employee's counsel, if any, at the discretion of the arbitrators. For example, if the dispute involved \$1,000 owed to the employee by MCS and the arbitrators allowed \$900, then, in addition to the \$900, MCS would pay the employee 90% of the employee's cost of counsel as judged reasonable by the arbitrators. If the dispute involved a non-monetary decision made by MCS that was totally rescinded by the arbitrators in favor of the employee, then MCS would pay the employee 100% of the employee's cost of counsel as judged reasonable by the arbitrators. Mueller shall submit the dispute to the American Arbitration Association or the State Mediation and Conciliation Service. In either case, the parties will be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator, and the arbitrator will proceed under the Voluntary Labor Arbitration Rules of Association. If any question arises as to the arbitrability of the dispute, such question will be ruled only after the arbitrator has had the opportunity to hear the merits of the dispute. No party in interest shall be permitted to assert any evidence before the arbitrator that was not previously disclosed to the other party. The arbitrator shall consider only those issues raised by the parties in interest. No decision rendered by the arbitrator shall be retroactive beyond the beginning of the last payroll period prior to the period for submitting a dispute in writing specified in Stage I of this procedure. The arbitrator shall have no power to modify the charter of MCS or this Agreement. The decision of the arbitrator shall be binding. Costs of the services of the arbitrator will be borne by MCS. Whenever possible, the arbitrator shall be selected from Southern California. Either party may be represented by counsel at their own expense. To the extent the arbitrator finds in favor of the employee, MCS shall reimburse the employee for the reasonable cost of employee's counsel, if any, at the discretion of the arbitrator, as exemplified above.

Governance Structure

The governance structure includes:

- Executive Director
- The Principal
- The Charter Board

Mueller Charter School and MCLA:

- Leadership Council
- Instructional Leadership Team
- Parent Council

Bayfront Charter High School:

- Bayfront Charter Leadership Council:
- Community Council
- Student Council

The Executive Director- Specific Duties:

The Executive Director is an organizational leader who promotes the charter vision and works to achieve the charter goals by:

- Facilitating the development, articulation, implementation, and stewardship of an organizational vision that is shared and supported by the school community;
- Working with the principal in the daily tasks of leading MCS toward achievement of the Quality Indicators and charter goals;
- Marketing the achievements, strengths, and uniqueness of the MCS organizational brand;
- Selecting, coaching, monitoring, and supervising the effectiveness of the Principal;
- Collaborating with community members and mobilizing community resources;
- Chairing the Charter Board;
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context of the charter movement;
- Representing the interests of Mueller Charter School, as necessary, at the county, state and national level;
- Modeling a personal code of ethics and developing professional leadership capacity.

The Principal - Specific Duties:

The Principal is an instructional leader who promotes the success of all students by:

- Implementation of the charter vision and mission;
- Selecting, coaching, monitoring and supervising the effectiveness of all employees;
- Ensuring management of the organization, daily operations, and resources for a safe, efficient, and effective learning environment;
- Co-chairing the Charter Board;
- Managing and chairing the Parent Council, Leadership Council and Instructional Leadership Council;
- Facilitating the development of appropriate curriculum and instructional strategies necessary to achieve charter goal;
- Administering appropriate methods for formative and summative assessments;
- Assisting staff in identifying and making appropriate mid-course adjustments during the academic school year;

- Providing for differentiated professional development opportunities for each staff member;
- Representing the interests of Mueller Charter School, as necessary, at the district or county level;
- Maintaining effective communication with all stakeholders and constituencies;
- Modeling a personal code of ethics and developing professional leadership capacity.

Supervisory Responsibilities

In addition to the duties listed above, the Principal is also responsible for supervisory responsibilities for all staff. The Government Code (3540) distinguishes between Management and Supervisory responsibilities. “Management employee” refers to “any employee in a position having significant responsibilities for formulating district policies or administering district programs.” “Supervisory employee” refers to “any employee having the authority in the interest of the employer to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees.” The “public school employer” means “the governing Board of ...a charter school that has declared itself a public school employer.”

The Leadership Council has adopted these definitions. Members of the Leadership Council are, by this definition, “management” employees, and simultaneously, the public school employer.

Accountability:

At MCS, we are endeavoring to create a professional climate in which individual autonomy is balanced by individual accountability.

- The director maintains responsibilities for supervising the principal, but is ultimately accountable for the methods and the spirit with which he/she holds him/her accountable.
- The principal maintains responsibilities for supervising staff, but is ultimately accountable for the methods and the spirit with which he/she holds them accountable.

Classroom teachers, like the principal and director, must remain intrinsically motivated to achieve our charter goals. Though the benefits of working at a charter school are many, the demands are great and the expectation is that we will collectively achieve all of our organizational goals as described in Element Two.

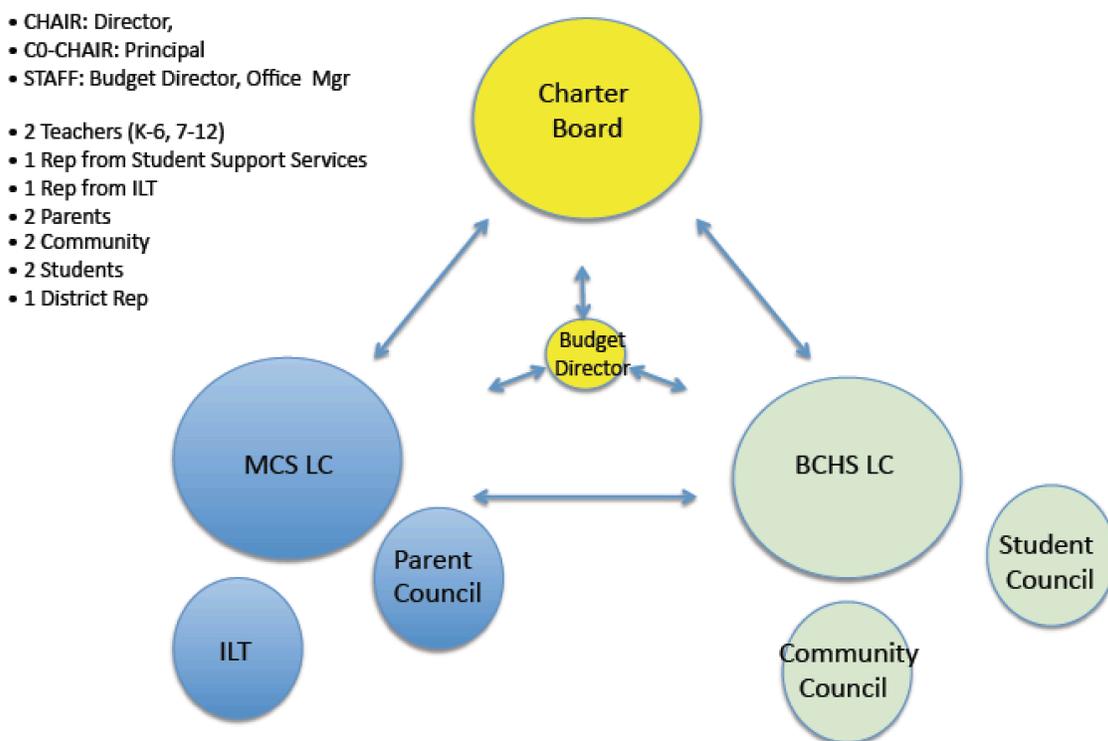
The intent of this section is to ensure that all employees work in mutual support of each others’ success, all employees are accountable to our charter goals, and all employees enjoy a level of fairness and due process.

This is accomplished as follows:

- Every employee who chooses to work at Mueller Charter School is accountable, specifically, for collaborating, strategizing, working, training, and progressing toward the goal of 90% of children at grade level;
- Every employee will be invited to renew their commitment to MCS prior to the beginning of each new school year;
- Every employee will establish 3-5 annual goals to achieve 90% at grade level;
- The principal will provide appropriate coaching, support and interventions to assist each employee in achieving their annual goals and the goals of the charter school;

- The principal will provide an annual performance review for each employee to include recommendations and commendations.
- Likewise, the Director will provide appropriate coaching, support and interventions for the principal to achieve his or her annual goals and the goals of the charter school; the Director will provide an annual performance review for the principal to include recommendations and commendations.
- The Director will present his or her annual goals through the process detailed below under “Charter Board.”
- All employees, including the Principal and Executive Director, may utilize the Dispute Resolution Procedures described in this charter petition.

MCS/MCLA/BAYFRONT Governance Structure



Charter Board

The primary responsibility of the Charter Board is:

- To select, monitor, and supervise the effectiveness of the Executive Director.
- To monitor implementation of-- and adherence to—the Local Control Accountability Plan (LCAP).
- To monitor implementation of, and adherence to, all Elements of the Charter Petition
- To monitor overall Budget expenditures for conformance with LCAP.
- To serve as liaison between school staff and community for purposes of improving communication, or settling disputes.

This is accomplished as follows:

- A Charter Board will be formed at the beginning of each academic year.
 - The Charter Board will consist of 11 members,
 - 2 teachers selected from the Leadership Council (one from K-6, one from 7-12)
 - 1 representative from Instructional Leadership Team
 - 1 representative from Student Support Services
 - 2 members selected from the MCS Parent Council
 - 2 members selected from the Bayfront Charter High School Student Council (at least one of whom attended both MCS and MCLA)
 - 2 members from the Bayfront Community Council;
 - 1 designee of the CVESD Superintendent;
 - The Charter Board will be co-chaired by the Executive Director and Principal.
- The Charter Board will meet quarterly.
- The Charter Board will be chaired by the Executive Director and co-chaired by the Principal, both of whom will serve as non-voting members.
- Additional non-voting staff will include the Budget Director and Office Manager.
- The Charter Board will maintain the process and timelines for evaluating the Executive Director previously described under Director’s Advisory Council and contained in Operating Guidelines.
- The Charter Board will request, review and monitor qualitative and quantitative data that reflects the organization’s progress toward achieving all goals stated in Element Two of the Charter;
- The Charter Board will request, review and monitor qualitative and quantitative data that reflects the organization’s progress toward achieving all goals described in the Local Control Accountability Plan;
- The Charter Board will review, adopt and maintain minutes from all Leadership Council, ILT, Parent Council, Community Council and Student Council meetings.
- The Charter Board will monitor adjustments made by CVESD to district salary schedule and make appropriate adjustments to mirror any increases as our budget permits;
- The Charter Board will monitor the operations of Bayfront Charter High School as described in the “MCS-BAYFRONT AGREEMENT”.

MCS/MCLA Governance

The governance structure for Mueller Charter School and Mueller Charter Leadership Academy (MCLA) will have the primary responsibility of working toward the charter mission of 90% student academic proficiency and the other goals described in Element Two of our Charter;

MCS/MCLA Leadership Council

The Leadership Council will have the following major responsibilities:

- To represent the interests of all students, parents and staff in making the best decisions to achieve the goals of the Charter;
- To determine school calendar, instructional minutes, and professional working conditions for all staff;
- To improve policies, systems, procedures for the overall operations of the school;
- To form and monitor ad hoc committees, task forces, hiring panels, etc. as needed;

- To monitor the progress of working committees;
- To improve overall communication within the school and beyond;

This is accomplished as follows:

- A Leadership Council will be formed during the first week of each academic year.
- The Leadership Council will consist of MCS employees who have completed at least three years of service at MCS.
- The Leadership Council will include one certificated staff member from Kindergarten, from each Grade 1 through 6, a representative from MCLA, a representative from Bayfront Charter High School, and one non-certificated staff member.
- LC members will be elected by their constituent groups and serve on the LC for no more than 2 consecutive academic years.
- The Leadership Council will meet twice each month and will maintain and publish minutes through the Charter Board.

MCS/MCLA Instructional Leadership Team

The Instructional Leadership Team (ILT) will have the following major responsibilities:

- To establish teacher leadership opportunities in the pursuit of the academic achievement goals articulated in this charter petition;
- To determine best practices in instructional methodology and ensure school-wide implementation of those practices through training and staff development;
- To determine essential curricula, standards, and big ideas and to ensure that, once adopted, they are addressed in every classroom;
- To conduct ongoing research for purposes of continuous improvement as an organization;
- To analyze trends in school data from a variety of sources to identify strengths and opportunities for program improvement;
- To collaborate with other educators on a local, county, state and national level for purposes of sharing and modeling best practices .

This is accomplished as follows:

- An Instructional Leadership Team will be formed each academic year.
- The Instructional Leadership Team will consist of five certificated employees who:
 - should have at least two years of service at MCS
 - are motivated to participate on the ILT and committed to leading long-term improvement initiatives
 - possess demonstrable expertise in at least one curriculum area
 - are approved by the Principal
- The ILT will meet twice each month and will maintain and publish minutes through the Charter Board;

MCS/MCLA Parent Council

The Parent Council will have the following major responsibilities:

- To monitor and review implementation of the charter petition;
- To monitor the progress of MCS toward achievement of charter goals;

- To improve communication between home and school;
- To monitor activities of the Parent Teacher Organization.

This is accomplished as follows:

- A Parent Council will be formed each academic year and hold its first meeting in September.
- The Parent Council will consist of 5 parents who
 - volunteer to serve for one year
 - are motivated to participate on the Parent Council and attend monthly meetings;
 - represent a cross-section of grade levels;
 - are willing to advocate on behalf of all parents, children, and community members to achieve the goals of our charter.
- The Parent Council will meet once each month and will maintain and publish minutes through the Charter Board;

The Leadership Council and the Parent Council may each develop and follow “*Operating Guidelines.*”

Parent Teacher Organization

The Parent Teacher Organization (PTO) will:

- Work directly with committees to help facilitate our students reaching our 90% achievement goal;
- Help coordinate school activities (carnival, book fairs, Family reading and math nights, etc.);
- Identify a classroom parent/PTO representative for each classroom;
- Implement strategies to increase membership involvement;
- Research and implement programs, incentives and events that develop and sustain a strong sense of family for MCS.

Bayfront Charter High School Governance

The governance structure for Bayfront Charter High School will have the primary responsibility of insuring that all students are participating in meaningful activities that build pathways toward college and careers, and achieving the other goals described in Element Two of our Charter;

More specifically:

Bayfront Charter Leadership Council

The Leadership Council will have the following major responsibilities:

- To represent the interests of all students, parents and staff in making the best decisions to achieve the goals of the Charter;
- To determine professional working conditions for all staff;
- To improve policies, systems, procedures for the overall operations of the school;
- To form and monitor ad hoc committees, task forces, hiring panels, etc. as needed;
- To monitor the progress of working committees;
- To improve overall communication within the school and beyond;

This is accomplished as follows:

- A Leadership Council will be formed during the first week of each academic year.

- The BCHS Leadership Council will consist of certificated and classified employees as well as a representative from Mueller Charter School,
- The Leadership Council will meet twice each month and will maintain and publish minutes through the Charter Board.

Bayfront Charter Student Council

The Student Council will have the following major responsibilities:

- To represent the interests of all students in improving functions of the school;
- To improve policies, systems, procedures for the overall operations of the school;
- To monitor and improve school climate and culture;
- To represent student perspectives on ad hoc committees, task forces, hiring panels, etc. as needed;
- To improve overall communication between school staff and students;

This is accomplished as follows:

- A Student Council will be formed during the first weeks of each academic year.
- The BCHS Student Council will consist of at least five students from each grade level served at the school;
- The Student Council will meet twice each month and will maintain and publish minutes through the Charter Board.

Bayfront Charter Community Council

The Community Council will have the following major responsibilities:

- To insure all students are participating in meaningful activities that build pathways toward college and careers;
- To represent the interests of all parents and partners in improving operations of the school;
- To improve overall communication between school staff, parents and community partners;
- To insure that the school programs and learning opportunities reflect broad community interests;
- To include Charter Alliance representatives in opportunities to shape the high school program and direction;
- To assist in creating wide network of support for BCHS;
- To assist the school in providing students at BCHS with rich, community-based learning experiences, especially through field studies, mentorships, work study, internships, and service projects;
- To serve, as needed, on panels for student exhibitions, performances or projects.

This is accomplished as follows:

- A Community Council will be formed during the first weeks of each academic year.
- The BCHS Community Council will consist of at least five parents, school partners, and representatives of the Charter Alliance Schools;
- The Student Council will meet monthly and will maintain and publish minutes through the Charter Board.

ELEMENT FIVE: Staff Qualifications

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

All certificated employees of Mueller Charter School, including the Executive Director and the Principal, will be employees of the charter and will maintain no duties or obligations to the Chula Vista Elementary School District. Special Education staff and Child Nutrition Services staff, are provided by the school district and are thus employees of CVESD. All certificated personnel will meet state licensing requirements and will conform to provisions of “Highly Qualified Teachers” as described in the No Child Left Behind Act. In addition:

All staff at MCS will demonstrate an on-going and consistent:

- Commitment to the goals of the charter school;
- Ability to engender continuous progress toward 90% at grade level;
- Commitment to the success of all employees in achieving organizational goals;
- Acceptance of a climate of ambiguity, innovation, and accountability;
- Commitment to our pursuit of Achievement, Autonomy, and Accountability;
- Commitment to a program of continuous personal and professional growth.

Hiring Process

- The Executive Director of MCS will be hired by school staff with representatives of the Leadership Council, the Parent Council, and the Superintendent of CVESD.
- The Executive Director, in turn, will select the school’s Principal, with input from representatives of Leadership Council, Parent Council, and the Superintendent of CVESD.
- MCS reserves the right to hire part time staff, temporary consultants, auxiliary personnel, short-term at will and/or charter employees.
- All employees (certificated or classified) will be selected directly by the Principal of MCS with input from school staff, parents and student representatives. The qualifications, job titles, and assignments for these persons will be determined by MCS. Contracts may be issued for all or part of a school year.
- Teachers and other certificated employees hired after June 30, 2011 will be contracted on a yearly basis, with tenure accruing at MCS on the first day of the fourth year of service. All “district teachers” who resign from CVESD to remain at MCS after February 6, 2009, will transfer all tenure rights.

Compensation

- The salary model for MCS will be based on the district-approved “step and class” plus 3.84%. MCS will increase its salary schedule whenever CVESD does, as long as the LC determines that the budget will allow for the increase. Teachers new to MCS will be given service credit based on years of experience as verified by CVESD. MCS will maintain a salary schedule “B” as approved by LC for teachers who have not completed BTSA. Teachers who have not completed BTSA may not serve on Leadership Council.
- All permanent, tenured, certificated teachers are eligible to apply for a shared contract as prescribed in Leadership Council Operating Guidelines, adopted 4/23/12.

ELEMENT SIX: Student Safety

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

Procedures to insure the health and safety of staff and pupils will remain the same as those currently being used by the Chula Vista Elementary School District. MCS will comply with district standards and policies and all state and federal safety laws. Continued access to the services and support of the Chula Vista Elementary School District is necessary in order to implement required health and safety standards and to maintain the structural integrity and operation of the physical plant. MCS may pursue options to contract for additional services outside the district.

ELEMENT SEVEN: Racial and Ethnic Balance

The means by which the school will achieve a racial and ethnic balance among pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

MCS will strive for a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted by continuing the open enrollment policy of the district.

ELEMENT EIGHT: Admissions

Admission requirements, if applicable.

Admission requirements will remain the same as those used by CVESD. However:

Waiting List

- MCS/BCHS reserves the right to establish class size ratios;
- MCS (via Leadership Council) will cap overall campus enrollment at 1,000. MCS reserves the right to discontinue enrolling students at any point, if K-8 enrollment exceeds that number.
- MCS/BCHS reserves the right to over-enroll classrooms, at their discretion, in order to accommodate volatile enrollment periods;
- In the event of a waiting list, MCS/BCHS agrees to admit students in the following order:
 1. Students currently enrolled at MCS/BCHS
 2. Students from within the boundary of MCS/BCHS
 3. Students from within the boundary of CVESD (Zone Transfers) or Charter Alliance Schools.
 4. Students from within the boundaries of San Diego County
- MCS will initiate the return of students on waiting lists according to the presence of siblings already enrolled and date of registration
- All students overflowed from MCS to other district schools will be given priority placement for the next academic year.

Attendance Agreement

While admission preference will be given to those students within the MCS attendance area, parents/guardians will be expected to make a commitment to the charter goals and policies. As an expression of their commitment to the charter, parents will be expected to read and sign the *Parent Compact* when registering their child. Children who attend MCS

on a Zone Transfer, may remain as long as they abide by all provisions of the attendance agreement.

Non-Discrimination Policy

No student will be denied admittance to MCS based on ethnicity, national origin, gender, disability, or achievement level.

ELEMENT NINE: Annual Audit

The manner in which an annual audit of the financial and programmatic operations of the school is to be conducted.

Fiscal accountability of public funds shall be subject to the current financial and programmatic procedures that are currently in place at CVESD.

Mueller Charter School is a fiscally autonomous entity. This Petition will serve as the contract between Chula Vista Elementary School District and Mueller Charter School.

A Triennial fiscal report will be made available to all staff, parents, and school community to review.

ELEMENT TEN: Suspension & Expulsion

The procedures by which pupils can be suspended or expelled.

The criteria for suspension and expulsion of MCS/BCHS students will be the same as those used by the district, as well as any other grounds pursuant to the Parent Compact, District Policy and State Education Code.

ELEMENT ELEVEN: STRS

The manner by which staff members of the charter schools will be covered by the State Teachers Retirement System, or federal social security.

There will be no change in the way employees are covered by the State Teachers Retirement System and/or the Public Employees Retirement System; the established system will be used.

ELEMENT TWELVE: Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

47605 (f) No governing board of a school district shall require any pupil enrolled in a school district to attend a charter school. Students whose parents choose for them not to attend MCS can apply for an intra-district transfer (zone transfer) per district policy. Transportation to and from school is the parent's responsibility.

ELEMENT THIRTEEN: Transfer Rights

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

All employees of MCS, with the exception of Special Education staff, CNS staff, and classified staff hired prior to June 2002, are charter employees, with no rights to transfer to CVESD. Any district employee who transfers to MCS will become an employee of the charter school and not CVESD, and will therefore lose any rights accrued during their employment by CVESD.

ELEMENT FOURTEEN: Dispute Resolution

Dispute resolution procedure

California Education Code Section 47605 (b) (14) requires that a charter designate the procedures to be followed by the charter school and the “entity” creating the charter in the event of a dispute relating to the provisions of the charter. In the case of the “Mueller Charter School Petition” the entity authorizing the charter shall be the Chula Vista Elementary School District, “District.”

The charter school shall be governed in accordance with provisions as described in Element 4.

Dispute Between Charter and the District

- In the event of a dispute concerning whether the charter school is meeting the goals and objectives of the charter, the District or the MCS governance team shall provide written notice to the other of the nature of the dispute and the facts which the party believes supports the failure to comply.
- After the receipt of the notice, the District Superintendent or designee, the Executive Director, and the Principal of MCS shall meet to resolve the dispute. If a resolution is reached, a written description of that resolution shall be drafted and signed and preserved as guidance for future action.
- If no resolution is reached, the process outlined within the Business Agreement between MCS and CVESD with regard to “termination for cause” will be implemented.

Community Relations Complaint Procedure

MCS is committed to taking all concerns of community members seriously and resolving them at their earliest stages. When initial attempts to resolve a complaint have not been successful, the individual with the concern can continue with a formal complaint procedure.

Stage I: Complete the MCS Complaint Declaration Form. The complaint will be reviewed by the Principal or designee. If a resolution is not reached the procedure will advance to Stage II. **Stage II:** The complaint will be investigated by the Executive Director and a mediation meeting will be held to provide the complainant an opportunity to present, discuss and dispute the area of concern. If a resolution is not reached, the procedure will advance to Stage III. **Stage III:** MCS staff will facilitate advancement of the dispute to the District Superintendent.

ELEMENT FIFTEEN: MCS as Employer

A declaration whether or not the charter school will be the exclusive public school employer of the charter school employees.

Pursuant to the requirements of Ed Code 47611.5, MCS hereby declares that for the purposes of Government Code 3540.1, it shall be the exclusive public school employer.

ELEMENT SIXTEEN: If Charter Closes

The procedures to be used if the charter school closes.

CVESD shall have the option, subject to any limitations and/or conditions in loan or lease agreements to which Mueller Charter is a party, acquire all, but not part, of the property and equipment provided by the charter school. MCS shall comply with all District policies and regulations and all applicable federal and state laws concerning confidentiality

and the maintenance and disclosure of student records. A final audit will be prepared by a Certified Public Accountant, in accordance with state law in order to identify assets, liabilities and other relevant financial information.

ASSURANCES:

- Facilities: The District shall provide for Mueller Charter School's use of school facilities.
- Administrative services: MCS reserves the right to subcontract any and all services to the district and/or to public or private subcontractors as permitted by law. However, except as delineated elsewhere in this Charter, Mueller shall not subcontract the management, oversight, or operation of the teaching and instructional program.
- Mueller Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations.
- Mueller Charter School does not charge tuition.
- Mueller Charter School does not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

GLOSSARY OF ABBREVIATIONS

AB – Assembly Bill

AP- Advanced Placement

BCLAD – Bilingual Cross-cultural, Language & Academic Development

CAASPP – California Assessment of Student Performance and Progress

CAHSEE – California High School Exit Exam (high school only)

CALPS – Cognitive Academic Language Proficiency Scales

CELDT – California English Language Development Test (*for ELL's*)

CLAD - Cross-cultural, Language & Academic Development

CNS – Child Nutrition Services

CSR – Class-Size Reduction (*law providing 20 students in grades K-3*)

CVESD – Chula Vista Elementary School District

DAC – Director's Advisory Council

ELD – English Language Development

ELL – English Language Learners

ILT – Instructional Leadership Team

K-3 – Kindergarten through 3rd grade

LC – Leadership Council

MAPS - Measure of Academic Progress (*computer-based assessment*)

MCS - Mueller Charter School

MCLA - Mueller Charter Leadership Academy (*our middle school, grades 6-8*)

NCLB – No Child Left Behind (*Federal law re: school accountability*)

NWEA- Northwest Evaluation Association (*makers of MAPS*)

PC – Parent Council

PE – Physical Education

PTO: Parent Teacher Organization

Q1 – Quadrant 1

Q2 – Quadrant 2

Q3 – Quadrant 3

Q4 – Quadrant 4

RSP – Resource Specialist

SARB – School Attendance Review Board

SART – School Attendance Review Team

STRETCH – Safe Time for Recreation, Enrichment Tutoring for Children



“Our Students Will Change the World”