

MUELLER

CHARTER SCHOOL & BAYFRONT CHARTER HIGH SCHOOL



An Award-winning Charter School, authorized by the Chula Vista Elementary School District in 1994, 1999, 2004, 2009, 2014

Charter Petition 2019-24

“Our Children Will Change the World”



MUELLER CHARTER SCHOOL

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CHARTER PETITION - FOREWORD

“OUR CHILDREN WILL CHANGE THE WORLD”

At Mueller Charter School, 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 groundbreaking 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 or Bayfront Charter High School. Our students 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 and Bayfront worthy of its children.

We believe that our children will change the world.



Foreword by Lead Petitioner

I am honored to submit this Charter petition on behalf of Mueller Charter, which consists of the combined learning communities of Mueller Charter School (“MCS” or “Mueller”)—serving grades TK-6, the Mueller Charter Leadership Academy (“MCLA”)—serving grades 7- 8, and Bayfront Charter High School (“BCHS” OR “Bayfront”)—serving grades 9-12 (hereinafter, collectively “Mueller Charter”, or the “Charter School”, or “Mueller-Bayfront”).

When the Board of Trustees of the Chula Vista Elementary School District first approved this charter petition for Mueller Charter in the Spring of 1994, they did so in full support of District Superintendent Libby Gil, and with a belief that by entrusting local decision making to our charter schools, and freeing them to pursue audacious goals, they would create transformative schools that our children desperately needed.

Twenty-five years later, Mueller Charter continues to uphold its end of the bargain: as a result of consistently innovative program development, the responsible and creative use of site resources, shared decision making involving all stakeholders, continuous organizational improvement, and a laser-like focus on the charter mission—student academic achievement remains on the rise.

Mueller Charter is a dramatically different organization than it was in 1994, when Mueller served 650 students in a K-6 elementary program with an annual mobility rate of nearly 65%, chronically high absenteeism, and low community expectations.

Today, Mueller Charter serves nearly 1,600 students in a K-12 system that spans two campuses, with long waiting lists of families who want to enroll their children.

The story of Mueller’s successful evolution over 25 years and five reauthorization cycles is described in this petition. This document complies with section 47605 of the California Education Code, which identifies the 15 essential petition elements including a statement of our mission, the description of our programs developed to achieve that mission, our goals and our means of measuring them, our governance structure, and other required assurances.

We look forward to the continued journey, the transformation of our community of learners, and to fulfilling our promise of a charter school organization that is worthy of our children.

Respectfully submitted,

Dr. Kevin W. Riley, Executive Director and Lead petitioner September 2018

Affirmations & Declaration

As the authorized lead petitioner, I, Kevin W. Riley, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Mueller Charter which is comprised of Mueller Charter School, Mueller Charter Leadership Academy, and Bayfront Charter High School and is located within the boundaries of the Chula Vista Elementary School District (“CVESD” or the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Mueller-Bayfront Charter School declares that it shall be deemed the exclusive public school employer of the employees of Mueller Charter for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

CHARTER PETITION - FOREWORD

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Kevin W. Riley, Ed.D.
Executive Director
Mueller Charter
School
Bayfront Charter High School

Date

Introduction

“Before there can be great brilliance... there must be chaos!” --I Ching

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A. The History

Western Chula Vista is framed by freeways- Interstate 5 is on its western border and the 805 is to the east; the 905 is on the southern end and the 54 is due north. As is the nature of freeways, the traffic never stops. The region remains awash in the incessant hum of wheezing cars, locked brakes, horns and sirens, and light blue puffs of unimaginable chemicals spewing from exhaust fumes. Freeways are the lifelines and if they never rest, perhaps it explains- at least in part- the unbridled growth of the city.

This southwestern corner of San Diego County was first settled back in the early 20th century when the neighborhood was all lemon orchards and promise and fresh mowed lawns. It took off in the years following WWII, when war veterans settled their families here and went off to work for large manufacturing companies like Rohr Industries down the street, or took the short commute into Downtown San Diego. For decades, parents raised their children in the Chula Vista Elementary School District and watched the community slowly evolve.

The city founders clearly valued education. As the community has grown through the decades, the schools have grown with it—and they bear the names of many of those early pioneers-- like Robert L. Mueller. There are now 46 elementary schools in the city making it the largest K-6 elementary school district in the state. Among those is Robert

L. Mueller Charter School, originally built in 1955 to serve a few hundred families at the end of I Street, and to secure the legacy of its founder.

When *Forbes Magazine* listed Chula Vista as America's fastest growing city in 2013, it was a reference to the explosive growth occurring further east from Mueller, and two interstates away. And while the newest communities featured contemporary homes, open space and brand new schools, the neighborhoods along the western corridor remained static: a mix of densely populated duplexes, single family homes, low income housing units, apartments, trailer parks, fast food restaurants, strip malls and liquor stores. And aging elementary schools.

Mueller Elementary School (K-6)

The original architects of Robert L. Mueller Elementary School could not have imagined the effects that immigration and economic turmoil could have on its classrooms by the late 1980's.

By then, the older neighborhoods on Chula Vista's I-5 corridor had begun to show the strain of overcrowding. Generations had come and gone and while many schools saw their enrollments in decline, Mueller Elementary's proximity to the border assured that waves of families migrating north from Mexico in search of prosperity would fill its classrooms-- and then some.

In time, the Mueller Elementary staff experimented with a potential solution for persistent overcrowding. They implemented a multi-track, year-round approach called the "Orchard Plan" which extended the school year and allowed 20% of the student population to rotate out on vacation at any given time. Teachers could focus on a smaller group of students while earning increased salary and pension benefits for the longer year. But the endless cycle of students coming and going did little for school climate, let alone learning, and the multi-track experiment was soon abandoned. Nevertheless, Mueller Elementary had established its deep roots in systemic innovation.

When California passed the Charter School Act in 1992, Mueller Elementary took notice. By 1994 it became one of the state's first "conversion" charters--officially designated Charter #64 as what is now Mueller Charter.

Like many of the early charters, Mueller Charter struggled for unity of purpose. The staff was divided between veteran teachers on the cusp of retirement and young idealists who came to the charter *because* it was a charter! The petition itself read like an experiment in union-endorsed school governance but was silent on any vision of service to students. So when California’s “Migdon Bill” required charter schools to declare whether they would be “their own employer for purposes of collective bargaining,” it ignited a divisive battle between Mueller teachers over the role of the union in a charter school.

By a margin of literally one vote, the staff elected to be its *own employer*, in effect, cutting ties with the local union affiliate. The fall-out from that election contributed to protracted periods of in-fighting, formal complaints, and multiple lawsuits. At rock bottom, Mueller Charter had lost its way.

By the end of its first 5-year cycle as a new charter, the authorizing Board of Trustees was disappointed with the Charter School’s lack of accomplishment and distracting internal politics. Nevertheless, under the leadership of Superintendent Libi Gil, they still believed that the charter movement could be particularly impactful in academically underachieving schools like Mueller. So they turned the page. First the entire campus was modernized—giving the crumbling infrastructure, tired paint and worn facilities new life. Then they hired a new principal, who appealed to teachers’ core belief in their students. In the first significant material change in the charter petition, the mission statement was revised and amended: “*90% of Mueller’s students will demonstrate academic proficiency across all curriculum areas—by any measure.*”

The “90-90-90” Schools

When the Charter School’s mission was first revised in July of 2000, fewer than 20% of Mueller’s students were at grade level. The early iterations of California’s Academic Performance Index (“API”) listed Mueller Charter with an API of 520. In spite of early skepticism about the new 90% benchmark, the target was not arbitrary.

At that time, there were numerous schools around the country that were described as “90-90-90 schools”- where 90% of the students were children of color, 90% were low income, and 90% had achieved grade level proficiency on state assessments. The movement had its share of detractors, but one could not argue with the defining principles of the 90-90-90 schools: high expectations, a focus on achievement, date-driven reforms, and a high premium placed on innovation. The 90-90-90 schools did not sanction excuses. They existed “to overcome the effects of poverty on learning.”

CHARTER PETITION - INTRODUCTION

Mueller did not aspire to join the 90-90-90 club. Rather, as an autonomous charter school, unrestrained by district and state bureaucracies, we seized the opportunity to demonstrate that academic achievement is not pre-ordained by a community's demographics.

The Charter School dared the staff to be inventive; to leverage our resources, our grit and our imagination and find a way to support children-- regardless of their life circumstances-- and engender the extraordinary results that had eluded so many other schools in our nation's low-income communities.

Dr. Libi Gil's faith in the charter movement was soon rewarded, and Mueller Charter began its decade-long, 330-point rise in academic achievement.

Mueller Charter Leadership Academy (7-8)

By 2006, Mueller was laser-focused on achievement and nurturing a positive school culture. The Charter School featured strong counseling and student support programs. The Monday morning assemblies were a mainstay, celebrating honor students and attendance and the latest league championship from the athletic department. Parents had grown accustomed to home visits and campus activities like the Halloween Carnival, Fiesta Night and the Olympic Festival.

Increasingly, parents expressed their desire to see Mueller offer a middle school option. They felt comfortable with our teachers and readily accessible office staff, and they were apprehensive about the two-year transition before high school.

For decades, students in Chula Vista had left their elementary schools at the end of 6th grade and not only changed schools—they changed school *districts*. The Sweetwater Union High School District operates the community's middle and high schools so parents not only have to manage the change in campuses; they have to navigate a whole new organization with its attendant policies, culture, mission, and ways of being. For sure, thousands of families have made that transition and their children have thrived. But Mueller Charter saw a potentially new pathway that could benefit our students and our community. On the strength of our charter petition which promises a consistent search for innovative strategies, we opened our middle school program, first to 7th graders, then to 8th graders. Moreover, we committed to nurturing the same personal relationships, high expectations, academic focus, and college preparation that begins as early as kindergarten. It is exactly what our parents were hoping for.

The middle school program, which was named Mueller Charter Leadership Academy (MCLA) by our first class of 7th grade students, shines a bright light on the college experience and links students to universities throughout Southern California. Our 7th graders visit a variety of San Diego-area colleges and universities throughout the year. Our 8th graders spend a week in Los Angeles, visiting USC, UCLA, UC Irvine, CSU Long Beach, and Pepperdine University.

MCLA also features a competitive athletics program, compelling electives, environmental science on site at the Living Coast Discovery Center, and an emphasis on pursuing individual interests and talents as defined by the multiple intelligences. There is always a waiting list to get in. It is small and personalized, serving, on average, 200 students a year.

Parents know each other and the students have, for the most part, grown up with one another in Mueller Charter's climate of positive support. Our 8th graders have been excellent campus leaders and have consistently distinguished themselves in their academic performance, community service, creativity, and civic engagement.

Bayfront Charter High School (9-12)

Three things triggered Mueller's eventual decision to open a high school component: the continued advocacy from our parents to do so, the successful expansion of the Chula Vista Learning Community Charter, and the opportunity to lease space in a commercial property located across the freeway from Mueller Charter.

By all rights, the high school program, Bayfront Charter High School, should have been named *Mueller* Charter High School. The high school was authorized, after all, by the Chula Vista Elementary School District in May of 2014 as an extension of Mueller Charter School.

But the bay front is irresistible. From both an aesthetic and marketing point of view, the name is a perfect fit. And it is not coincidental that the Bayfront Master Plan will unfold directly across the freeway from Mueller Charter.

In fact, we began envisioning a high school years ago, when the City of Chula Vista seemed to inch closer and closer to launching the Bayfront Master Plan. This project will eventually become the largest waterfront/urban re-development on the west coast. Chula Vista's long-awaited facelift will link the past, present and future on 600 acres-- strategically designed to blend small businesses, high rise residential units, a hotel and conference center, recreation areas, and protected open space.

But the project has a down-side: buildings that will block out the skyline, reliance on an aging community infrastructure, and increased traffic. We wondered: what's in it for kids at Mueller? And we concluded that since the project will take decades to complete, and will integrate vocations from virtually all 16 of California's Career Technical Education ("CTE") Career Domains, it is conceivable that our students could train to be the generation that actually completes the project. They could be the beneficiaries of the employment opportunities as architects and engineers, environmental scientists, developers, and tradesmen; and their families could benefit from the finished development for generations to come.

So we started looking for a building that could put our students in the heart of the project. And then we found one. The property at 830 Bay Blvd, with its stunning architecture and bay view, was originally constructed for a for-profit university that had struggled to get traction with its enrollment. It features 16 classrooms and ample office and meeting space for 450 students. There is an outdoor dining and recreation area and plenty of parking.

We had an academic concept and a potential building. We had the students and parent support. So we took a calculated risk that the high school would work and that its very existence would be a powerful motivator for Mueller students at every grade level from Kindergarten through 12th grade.

Bayfront Charter High School was approved by the majority of the Mueller Charter staff and unanimously by the Board of the Chula Vista Elementary School District. The doors were opened for our first group of 9th grade students in July of 2014. In April 2016, our Board approved a long-term lease for the building and our first class of seniors graduated in June 2018 in a commencement ceremony hosted on the flight deck of the USS Midway.

Collectively, Mueller Charter School, MCLA, and Bayfront Charter High School represent a TK-12 continuum of services for our community that could not have been envisioned back when Mueller Elementary submitted its first charter petition in 1994. The Charter School has grown through consistent cycles of inquiry, innovation, turmoil, and ultimately, transformational change. Through it all there has been one constant: our mission to engender 90% proficiency—by any measure--and thus, to overcome the effects of poverty on learning.

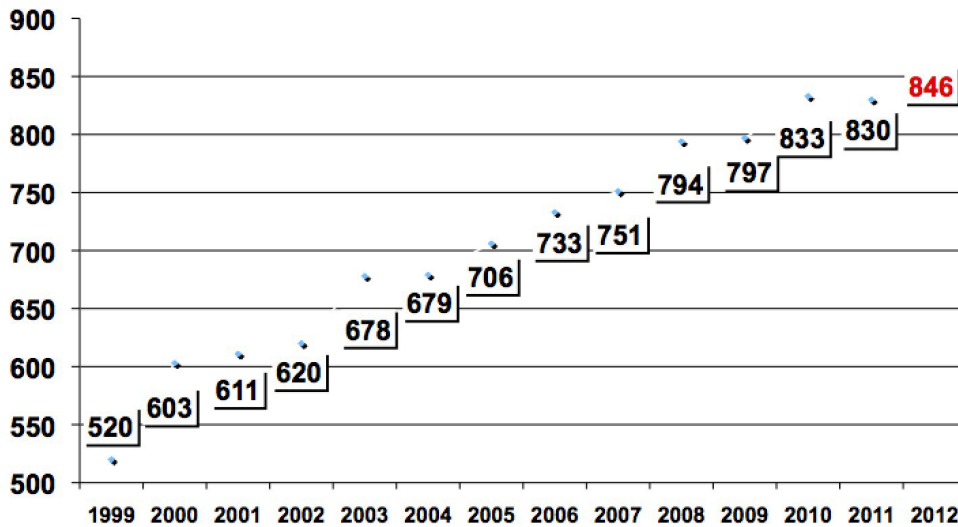
B. Mueller's API: 2000-2013

When the charter petition was first revised in 2000 to include its ambitious promise of 90% proficiency, the Charter School's Academic Performance Index was 520. By the time the California Standards Test was discontinued and the API was frozen in 2013, Mueller Charter's API had climbed some 326 points to 846. As the chart indicates below, Mueller showed steady growth year after year for more than a decade. In some years there were big leaps forward, in other years, we grew by just a few points. The chart itself is a powerful reinforcement for continuous organizational improvement.

MUELLER CHARTER SCHOOL

14-Year API Growth

From 1999 To 2012-13



The API footprint is telling as it relates to Mueller Charter's history of continuous improvement. So too is our last API state-wide ranking of 7, and *similar schools* rank of

10. More recently, in the 2016 **California School Ratings** created by CCSA, Mueller Charter ranked "9," placing it on par with schools serving very different demographics. See the Comparison Chart below:

California School Ratings: CVESD Schools Ranked “9”	Rankings of Schools with Demographics More Similar to Mueller
Camarena Chula Vista Hills CVLCC Discovery Hedenkamp Liberty McMillan MUELLER Parkview Veterans Wolf Canyon	Castle Park(6) Feaster(6) Harborside(4) Kellogg(4) Lauderbach(5) Montgomery(5) Otay(6) Palomar(7) Rice(6) Rohr(6) Vista Square(4)

During this time period, Mueller Charter School and MCLA had earned the prestigious California Golden Bell Award, the state’s Title I Academic Achievement Award, multiple citations from California Business for Education Excellence, and the Urban School Transformation Award. Not only has Mueller Charter made steady progress toward its mission of 90% proficiency, it dramatically improved attendance, reduced mobility, reduced tardies and suspensions, and nearly doubled its enrollment since first becoming a charter school.

C. 20 Years of Innovation and Change

The Charter Schools Act of 1992 states, in part, that “It is the intent of the Legislature...to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that **operate independently** from the existing school district structure, as a method **to improve pupil learning**, increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving, **encourage the use of different and innovative teaching methods.**”

CHARTER PETITION - INTRODUCTION

Mueller Charter School, MCLA, and now Bayfront, are living up to the challenge. Since Mueller became California's 64th Charter School in 1994, we have:

- ✓ Pioneered a program to recruit and employ parents as “charter helpers”;
- ✓ Established a strong Student Support Network which features a full-time counseling department, psychologist, school nurse, employed by the charter;
- ✓ Created the award-winning Resiliency Quadrant System to monitor student needs, then prioritize and deliver services (2002);
- ✓ Launched annual Olympic Festival as a day-long celebration of physical fitness, nutrition, individual and team sports, and healthy lifestyles (2003);
- ✓ Founded a highly successful middle school program called MCLA (2006);
- ✓ Nurtured a balanced, college-going school culture that promotes academic achievement, student leadership, the arts, technology, and athletics;
- ✓ Awarded a Golden Bell Award for our Resiliency Monitoring Program (2009);
- ✓ Founded a high school program called Bayfront Charter High School (2014);
- ✓ Transformed Mueller Charter's playground into a sports complex (2017);
- ✓ Grew our student enrollment from 600 students to 1,600, and our budget from \$4 million to \$20 million (1999-2018);
- ✓ Maintained 14 instructional days *beyond* those offered by CVESD schools.

Mueller Charter was First in the Chula Vista Elementary School District...

- ✓ To implement standards-based report cards (2000);
- ✓ To launch and sustain an annual, school-wide Home Visits initiative (2001);
- ✓ To create an open opportunity, funded by the charter, for any teachers who wanted to pursue National Board Certification (2002);
- ✓ To train the entire staff to administer/analyze results from CELDT (2005);
- ✓ To design and open our own middle school (2006);
- ✓ To establish and implement a school-wide nutrition policy in response to district's student fitness data (2008);
- ✓ To establish annual 8th grade trip to LA to visit colleges (2008);
- ✓ To design and open our own Transitional Kindergarten program (2009);
- ✓ To contract with Living Coast Discovery Center for 7th grade science

classroom located on Gunpowder Point (2009);

- ✓ To install solar panels to off-set energy costs and model clean energy (2012);
- ✓ To invest charter resources in the significant upgrade of a district facility, when the Mueller athletic fields were transformed to feature full-size soccer, softball fields on artificial turf, and a rubberized running track (2017);
- ✓ To Launch Bay Area College Week for 11th graders (2017).

D. Accomplishments During the Previous Charter Term: 2014-2018

Between 2014, when Mueller Charter’s Petition was last authorized, and the fall of 2018, much has been accomplished—not the least of which has been the successful opening and development of Bayfront Charter High School—Mueller Charter’s high school program. While the challenges associated with opening a start-up high school are truly daunting, neither Mueller nor MCLA has been adversely impacted. Both programs have maintained their laser-focus on achievement:

Mueller and MCLA K-8 Accomplishments:

- ✓ Supported the opening of Bayfront Charter High School;
- ✓ Launched a complete renovation of Mueller Charter’s athletic fields, featuring softball, soccer and flag football on field turf, and a rubberized running track; secured a state grant to fund \$975,000 of the project costs; coordinated multiple joint use partnerships within the community;
- ✓ Developed Partnerships with WRITE Institute (SDCOE), USD, Point Loma Nazarene, SDSU school of counseling, SDSU school of social work;
- ✓ Strengthened the creative and performing arts, especially in the development of our music program; the successful implementation of VH1 Music Grant and the district’s first elementary Mariachi Program; the annual Evening of the Arts celebration; and the introduction of campus murals celebrating the multiple intelligences;
- ✓ Successfully implemented a 1:1 Laptop program along with reconfiguration and renovation of our aging technology infrastructure;
- ✓ Demonstrated continuous improvement in student achievement: outperformed similar schools in English Language Arts (“ELA”) and Math California Assessment of Student Performance and Progress (“CAASPP”) testing for 2015, 16, and 17;
- ✓ Launched school-wide focus on principles of “The Leader in Me” program;
- ✓ Continued college tours in MCLA, with 7th graders visiting San Diego Colleges and 8th graders travelling to Los Angeles for three days, visiting university campuses as well as the Museum of Tolerance;
- ✓ Won multiple league championships at both elementary and middle school level in flag football, basketball, soccer and volleyball;
- ✓ Implemented Cal Well Grant to develop Restorative Practices, Positive Behavior Interventions and Supports (“PBIS”), and youth mental health programs.

CHARTER PETITION - INTRODUCTION

Bayfront Accomplishments:

- ✓ Opened Bayfront Charter High School: In July, 2014, Bayfront opened for 9th grade students with the objective of adding one grade level per year over the next 4 years;
- ✓ Secured a long-term, 15-year lease for our building at 830 Bay Blvd. United States University, the only other building tenant, moved out in July 2016;
- ✓ Completed multiple renovations within the building, including student lobby area, café, a state of the art fire alarm system, multiple murals, and a “black box theater”;
- ✓ Launched a successful 1:1 laptop program, providing every student a Mac Book;
- ✓ Secured accreditation through Western Association of Schools and Colleges (“WASC”)—with initial accreditation in 2014, then, in March 2018, 6-year accreditation status;
- ✓ Established membership in California Interscholastic Federation (“CIF”) in 2014 with teams for flag football (club), boys and girls volleyball, soccer, basketball, track and cross country, as well as softball and baseball. Bayfront has subsequently won 4 banners for league championships;
- ✓ Staged multiple theatrical productions, including “*Letters from the Wall*,” in collaboration with Coronado High School’s creative and performing arts program;
- ✓ Implemented Advanced Placement (“AP”) options for students. (In the first two years of AP Spanish Language and Culture, 100% of the students that took the exam passed it with a score of 3-5.);
- ✓ Eclipsed enrollment target of 500 students by July 2018-- with a waiting list;
- ✓ Received acceptance letters from over 30 different universities, for our first group of seniors graduating in 2018;
- ✓ Conferred 81 high school diplomas to the Class of 2018, in a ceremony conducted on the flight deck of the USS Midway. 100% of our seniors graduated on time.

E. Evidence of Meeting Charter Renewal Standards

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)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to 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.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(1)-(4). DataQuest Reports for both CAASPP and the API are located in Appendix A.

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LEGAL REQUIREMENTS FOR CHARTER RENEWAL	
Charter School Must Meet at Least ONE Criteria for Renewal	
<i>Education Code Section 47607(b)</i>	
Renewal Criteria	Criterion Met
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	Yes: Mueller’s most recent API (2013) is 846; all subgroups met growth targets
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes: MCS earned <u>Statewide rank</u> of 7 in 2012 and 2013
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	Yes: In 2012, MCS held <u>Similar Schools rank</u> of 9 and in 2013, a Similar Schools rank of 10
The academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend.	Yes: see comparison data below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A).

E.1 Mueller-Bayfront: Overall Performance on CAASPP

Mueller administered the CAASPP to all 3rd-8th grade students beginning in 2015. Bayfront began to implement the test with our first group of 11th grade students in 2017. The patterns and data trends we observed during the era of the California Standards Test continue through the early iterations of the latest state-wide testing system-- the California Assessment of Student performance and Progress (CAASPP). Specifically, there are relative gains and losses across grade levels as teachers find their footing on the new assessments from year to year. Overall, however, there is a trend towards positive organizational growth.

The numbers below indicate the percentage of students who have “met” or “exceeded” state standards in Language Arts (“LA”) and Math (“M”) by grade level.

**Percentage of MUELLER and BAYFRONT Students
Meeting or Exceeding State Standards
CAASPP 2015-18, By Subject and Grade
Level**

	2015		2016		2017		2018	
GRADE LEVEL	LA %	M %	LA %	M %	LA %	M %	LA %	M %
3	25	30	63	62	52	69	61	68
4	42	16	44	38	52	42	60	55
5	55	21	53	32	53	33	50	41
6	44	27	46	45	52	39	58	43
7	44	39	64	50	62	45	62	57
8	67	44	73	36	73	61	72	49
11	NA	NA	NA	NA	78	21	77	32

There are several notable trends in the 2018 results. Overall, in language arts, 60% of Mueller’s grade 3-8 students *met* the standard, placing them in the top half of CVESD elementary schools. This was an increase of 5% over the previous year- the *second* highest growth rate among CVESD charters. In mathematics, Mueller’s overall score of 52% was within the top 20 elementary schools in the District. Bayfront’s 77% in language arts will again be higher than the majority of Sweetwater schools, and the 32% in math—while still low—represents an increase of 12 percentage points.

E1.1: Results from Mueller Charter School (3-6)

**Percentage of MUELLER Students, Grades
3-6 Meeting or Exceeding State
Standards CAASPP 2015-18 by CRITICAL
SUBGROUPS**

	2015		2016		2017		2018	
CRITICAL SUBGROUPS	LA %	M %	LA %	M %	LA %	M %	LA %	M %
School-wide, Gr 3-6	42	24	52	44	52	45	57	52
English Learners	20	11	31	34	23	25	36	35
Latino	40	22	51	44	52	45	57	52
Econ Disadvantage	41	24	51	44	51	46	57	50
Students Disabilities	7	7	5	4	13	13	25	19

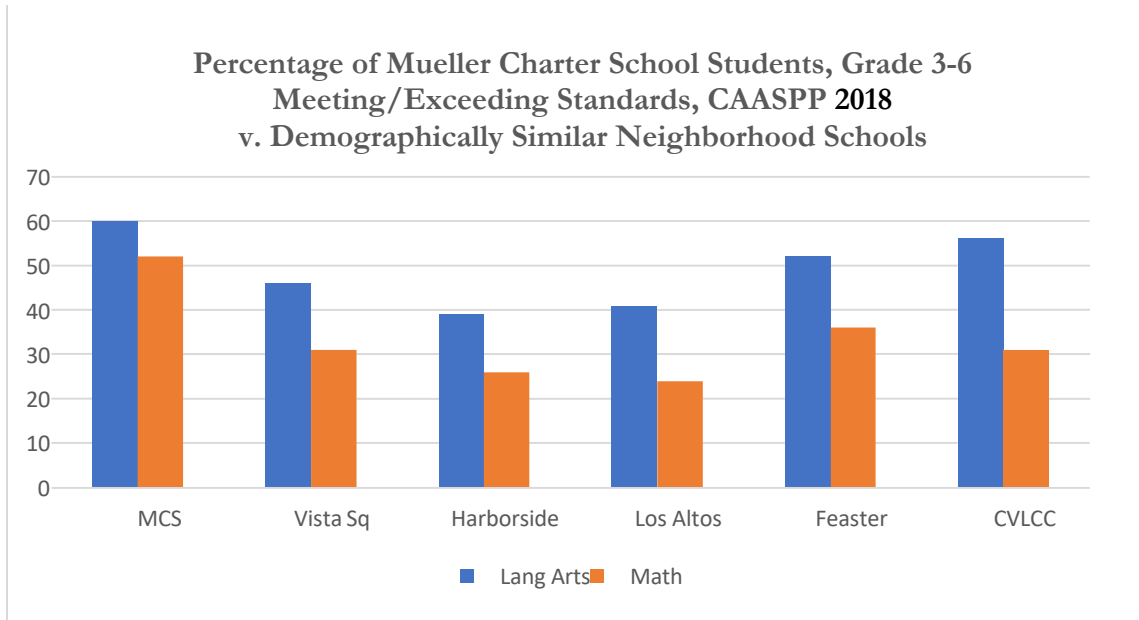
The chart above depicts the relative progress of critical subgroups at Mueller in 2018. In language arts: English Learners (“EL’s”) +13, Latino students +5, low socio economic +5, and students with disabilities +12. In mathematics, there was comparable growth across all those same subgroups from 2017 to 2018.

Below, Mueller is compared to elementary schools in San Diego County and in the state of California. All numbers represent the percentage of students who met or exceed the state standards on the 2017 CAASPP. *[The 2018 data for San Diego County and the state was not available at the time that this Charter Petition was submitted to CVESD.]*

In 2017, our English Learners outperformed the state and county average for EL’s in both language arts and math. There was a significant difference between the performance of Latino and low socio-economic students when compared to the county and state. This is particularly relevant as our Charter School is designed to overcome the effects of poverty on learning.

Comparison of Mueller’s Critical Subgroups- 2017								
CRITICAL SUBGROUPS	N =	N %	Language Arts			Mathematics		
			Mueller %	SD Cnty %	Calif %	Mueller %	SD Cnty %	Calif %
School-wide (Gr 3-6)	478	-	52	53	46	45	47	39
English Learners	171	36	23	18	13	25	18	14
Latino Students	426	89	52	40	35	45	32	28
Econom Disadvantage	430	90	51	38	33	46	30	26
Students w Disabilities	31	6	13	19	15	13	19	14

The chart below compares Mueller students to 5 local neighborhood schools with similar demographics. Mueller students outscored all five in both Language Arts (57%) and Mathematics (52%).



E1.2: Results from Mueller Charter Leadership Academy:

MCLA Percentage of MCLA Students,

Grade 7-8

**Meeting/Exceeding State Standards
CAASPP 2015-18 by CRITICAL SUBGROUPS**

CRITICAL SUBGROUPS	2015		2016		2017		2018	
	LA %	M %	LA %	M %	LA %	M %	LA %	M %
School-wide, Gr 7-8	56	42	69	43	68	53	67	53
English Learners	9	10	28	12	28	23	19	28
Latino	54	41	69	42	67	52	64	52
Econ Disadvantage	52	39	65	42	67	52	64	50
With Disabilities	NA	NA	NA	NA	NA	NA	29	0%

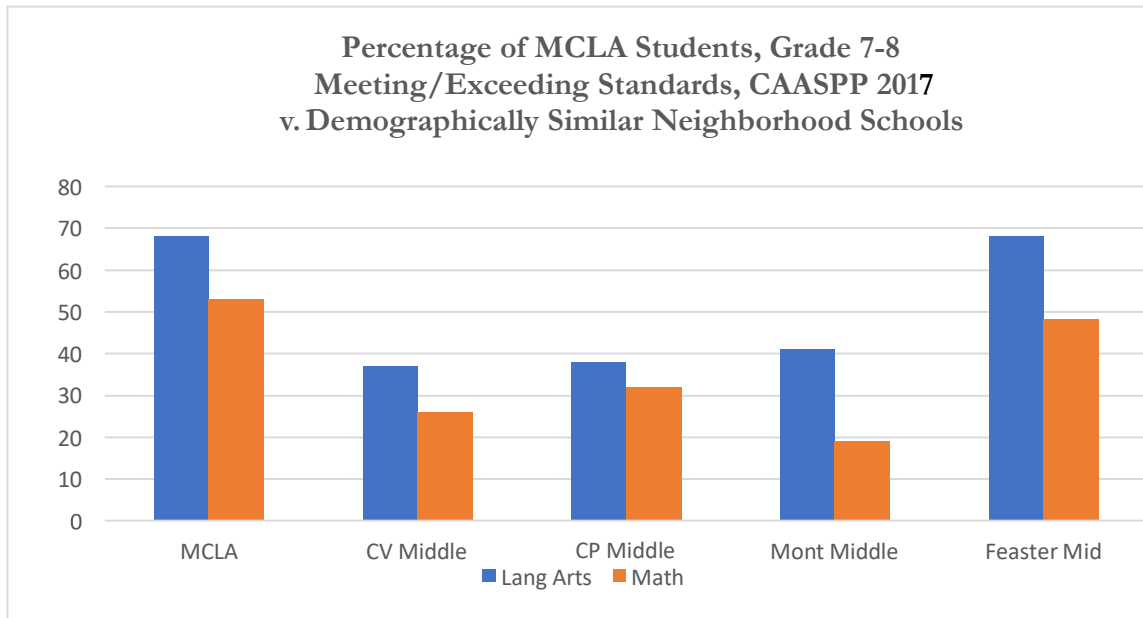
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The numerically significant critical subgroups for Grades 7 and 8, served in MCLA, are addressed above. There was little change between 2017 and 2018 results as a group, especially in math, but some decline for several subgroups in language arts.

The following chart depicts a comparison of MCLA 7th and 8th graders with their counterparts county, and state-wide. The 2017 data represents the percentage of middle school students who have met or exceeded grade level standards according to CAASPP. This data clearly shows that Latino children and students from low socioeconomic backgrounds thrive at Mueller in comparison to their counterparts across San Diego County and the rest of the state.

Comparison of MCLA's Critical Subgroups- 2017								
			Language Arts			Mathematics		
CRITICAL SUBGROUPS	N =	N %	MCLA %	SD Cnty %	Calif %	MCLA %	SD Cnty %	Calif %
School-wide (Gr 7-8)	169	-	68	55	49	53	41	36
English Learners	39	23	28	8	7	23	6	7
Latino Students	153	91	67	42	37	52	26	23
Econ Disadvantage	137	81	67	40	35	52	26	23
Students Disabilities	NA	NA	25	16	11	9	10	8

The chart below compares MCLA students to 4 local middle schools with demographics that are similar to Mueller's. MCLA students outperformed all four middle schools in 2017-- most notably, Chula Vista Middle School, the neighborhood middle school for students living within Mueller's boundaries. [*The 2018 data for San Diego County and the state was not available at the time that this Charter Petition was submitted to CVESD.*]



The chart below further compares MCLA students to nine middle schools from throughout the South Bay region. The 2017 subject tests in which MCLA students outscored Sweetwater students are highlighted in green. Only Eastlake Middle School outscored MCLA in Language Arts. MCLA outperformed all Sweetwater middle schools in math.

Mueller Charter School CAASPP 2017 8th Grade Results % Meeting or Exceeding Standards In Comparison to Local Community Middle Schools		
	Language Arts	Math
Mueller Charter School	73.5%	61%
Bonita Vista Middle	63%	40%
Castle Park Middle	38%	32%
Chula Vista Middle	41%	24%
Eastlake Middle	74%	53%
Hilltop Middle	44%	19%
Montgomery Middle	38%	19%
Rancho Del Rey Middle	65%	43%
Southwest Middle	21%	15%
Sweetwater UHSD	51%	32%

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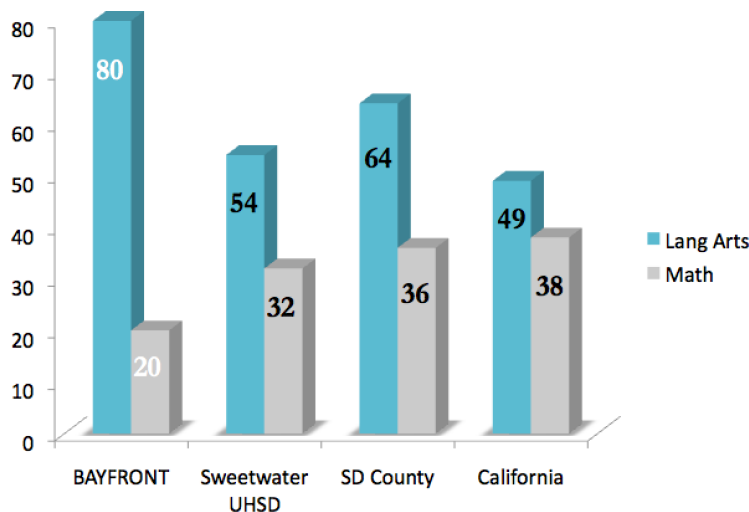
E1.3: Results from Bayfront Charter High School (9-11)

Percentage of Bayfront Charter High School Students, Grade 11 Meeting/Exceeding Standards CAASPP 2017 CRITICAL SUBGROUPS

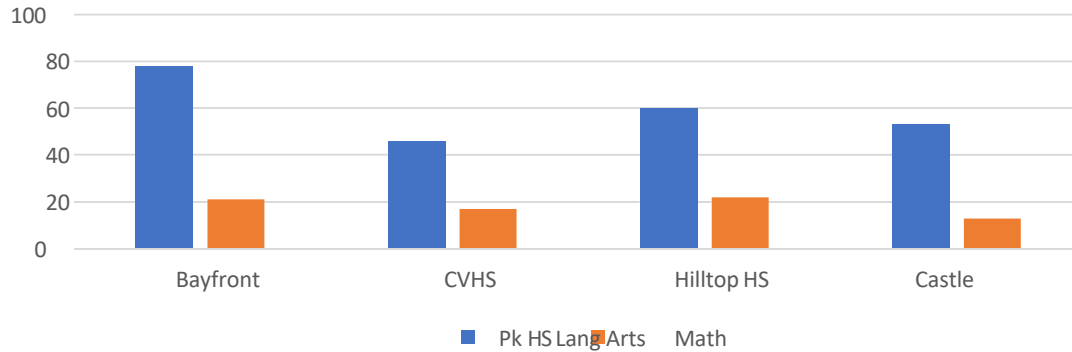
CRITICAL SUBGROUPS			2016		2017		2018	
	# N=	%	LA %	M %	LA %	M %	LA %	M %
School-wide, Gr 11	82				78	21	77	32
English Learners	36	44%			84	36	43	13
Latino	65	79%			80	23	74	28
Econ Disadvantage	56	68%			73	24	80	27
Students Disabilities	15	18%			60	0	38	0

Bayfront 11th graders began taking the CAASPP for the first time in the Spring of 2017. The results above indicate strong performance for Language Arts (78%) and troubling results in math, across all critical subgroups. Due to these scores, math was listed as our primary *Critical Student Learning Need* in both our WASC Self Study and in our site visit from the Western Association of Schools and Colleges. Math, in 2017, was well below the average for San Diego County and the State, as well as for the Sweetwater Union High School District. Language Arts however, was well above all three comparison groups.

Bayfront v. Sweetwater UHSD, San Diego County and State of California 2017 CAASPP Results for 11th Grade



Percentage of Bayfront Students, Grade 11
Meeting/Exceeding Standards, CAASPP 2017
v. Demographically Similar Neighborhood Schools



While Math was low, it was consistent with schools of similar demographics, and **higher** than Chula Vista High School, where the Charter School students would otherwise attend. In comparison to all the Sweetwater High Schools, Bayfront outperformed all but Eastlake and Olympian in Language Arts.

Bayfront Charter High School CAASPP 2017 11 th Grade Results % Meeting or Exceeding Standards In Comparison to Local Community High Schools				
	2016		2017	
	Lang Arts	Math	Lang Arts	Math
BAYFRONT	N/A	N/A	78%	21%
Bonita Vista High	73%	40%	78%	43%
Castle Park High School	57%	17%	53%	13%
* Chula Vista High	48%	21%	46%	17%
CVLCC	78%	26%	84%	31%
Eastlake High School	84%	47%	81%	47%
Hilltop High School	67%	31%	60%	22%
Mar Vista High School	49%	17%	46%	16%
Montgomery High	61%	23%	58%	21%
Olympian High School	84%	50%	80%	44%
Otay Ranch High	73%	39%	74%	37%
San Ysidro High School	55%	35%	46%	30%
Southwest High School	43%	14%	36%	16%
Sweetwater High School	54%	23%	53%	19%

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F. Additional Criteria for Renewal

Mueller, MCLA and Bayfront Charter High School are all compelled by the same charter 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.

Our charter is committed to demonstrating 90% proficiency “by any measure”. By using multiple formative and summative assessment strategies, we have historically been quite effective in making mid-flight adjustments for learners. Three additional assessments echo the pattern of overall academic growth: Reclassified as Fluent English Proficient (“RFEP”) students who Meet or Exceed standards; Measures of growth from three years of *Achieve 3000* data; and growth trends from Measures of Academic Progress (“MAP”).

F.1: Mueller Charter School: 3 Additional Measures of Learning

F.1(a): Percentage of RFEP students who Meet or Exceed Standards

CAASPP 2018						
	Language Arts			Math		
	# Number Tested	# Meet or Exceed	% Meet or Exceed	# Number Tested	# Meet or Exceed	% Meet or Exceed
Grade 3	7	7	100	7	7	100
Grade 4	19	19	100	19	15	79
Grade 5	46	34	74	46	26	56
Grade 6	39	32	82	39	24	61
Grade 7	41	35	85	41	28	69
Grade 8	33	29	88	33	18	54

As the chart above depicts, RFEP students fare well in language arts as a large percentage met or exceeded their grade levels standards across all grade levels on the CAASPP. In math, less students meet their grade level standards as they get older. In math, students score better in the lower grades. This chart suggests the challenge in math is not a function of English competency, but rather, mathematics itself.

F.1(b): Percentage of College and career Ready Students in Grades 2-8

Mueller Charter School uses the Achieve 3000 program to provide ongoing, embedded formative assessments producing critical data used to assist in accelerating growth in student literacy skills. The Achieve 3000 data is based on the Lexile Framework developed by MetaMetrics®. The Lexile Framework measures both text complexity and the reader’s ability to comprehend informational text.

Students complete a Pre-test, Mid-year, and an End-of-year LevelSet Lexile measure in addition to automatic monthly adjustments by the Achieve3000 system. Achieve 3000’s College and Career Readiness Report predicts students’ readiness based on their current Lexile reading levels.

Mueller Charter School, 2-8		
3-Years of Growth in Achieve 3000		
Year	% Meeting Standard	Growth from Previous Year
2016	26%	NA
2017	35%	+9%
2018	53%	+18%

F.1(c): 3-Year Cohort Growth trends from MAP

Mueller also utilizes MAP results to monitor student growth and school performance over time. NWEA’s MAP Growth tests are vertically scaled interim assessments that are administered in the form of computerized adaptive tests (“CATs”). MAP tests are constructed to measure student achievements from Grades K to 8 in reading, math, and language usage, and aligned to the Common Core State Standards (“CCSS”). MAP Growth scores are reported within a Rasch Unit (RIT) scale with a range from 100 to 350. Each subject has its own RIT scale.

Growth norms developed for the 2015 RIT Scale Norms Study reflect the common observation that the rate of academic growth is related to the student’s starting status on the measurement scale; typically, students starting out at a lower level tend to grow more. Mueller Charter’s 3-year Cohort growth in MAP between 2015-17 is depicted below:

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3-Year Cohort RIT Scores on MAP Assessment Reading, Language and Mathematics 2015-17									
	FALL 2015			FALL 2016			FALL 2017		
COHORT	READ	LANG	MATH	READ	LANG	MATH	READ	LANG	MATH
K, 1, 2	140	NA	136	163	NA	165	175	176	180
1, 2, 3	160	NA	162	176	177	180	190	191	193
2, 3, 4	175	176	176	191	192	193	197	197	201
3, 4, 5	187	189	188	199	198	201	203	203	208
4, 5, 6	193	195	197	204	204	208	210	209	212
5, 6, 7	202	203	204	211	210	212	210	213	221
6, 7, 8	210	209	212	216	216	221	220	218	229

F.2: Bayfront Charter High School: 3 Additional Measures

Three additional measures of early success for our high school include the results from our first two years of Advanced Placement classes, the status of RFEP students as measured by CAASPP, and our overall graduation data.

F.2(a): Advanced Placement Tests

Bayfront launched its first AP course during the 2015-16 school year, and followed it up in the 2016-17 school year. Notably, 100% of students who took AP Spanish Language and Culture in the first two years, passed the AP exam with a score of 3 or higher. In year three, all but one student passed for a total passing rate, over three years, of 98.5%.

As of July 2017-18, we offer Spanish Language and Culture, AP Biology, and AP English Language and Composition. Additionally, a core group of students have opted to take AP Statistics through the UC Scout on-line system. Below are totals from our first three years of AP courses.

**Bayfront Charter High
School 2016 AP Score
Summary**

Total AP Students in the School : **19**

School Totals	5	4	3	Total Exams
Number of Exams	9	8	2	19
Percentage of Total Exams	47	42	11	100
Number of AP Students	9	8	2	19
Average Score				4.368
Subject Totals				
Spanish Language and Culture	9	8	2	19

Source: 2016 College Board

**Bayfront Charter High
School 2017 AP Score
Summary**

Total AP Students in the School : **25**

School Totals	5	4	3	Total Exams
Number of Exams	12	9	4	25
Percentage of Total Exams	48	36	16	100
Number of AP Students	12	9	4	25
Average Score				4.292
Subject Totals				
Spanish Language and Culture	12	9	4	25

Source: 2017 College Board

**Bayfront Charter High
School 2018 AP Score
Summary**

Total AP Students in the School : **57**

AP Exam Scores	5	4	3	2 or 1	# Passing	# of Tests	% Passing
Spanish Language and Culture	9	6	8	1	23	24	96%
AP Language and Composition	1	4	6	4	11	15	73%
AP Biology	0	3	2	11/2	5	18	28%
TOTALS	10	13	16	18	39	57	68%

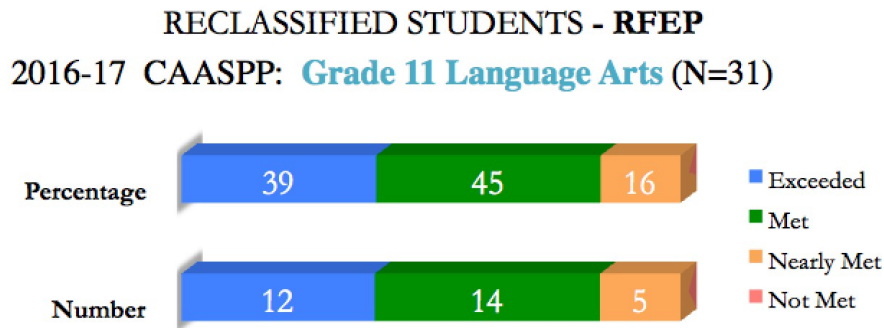
Source: 2018 College Board

By 2018, the number of students who had taken AP courses at Bayfront had tripled. Students in AP Language and Composition had a 73% passing rate on the exam, while AP Bio proved much more challenging—only 5 students passed.

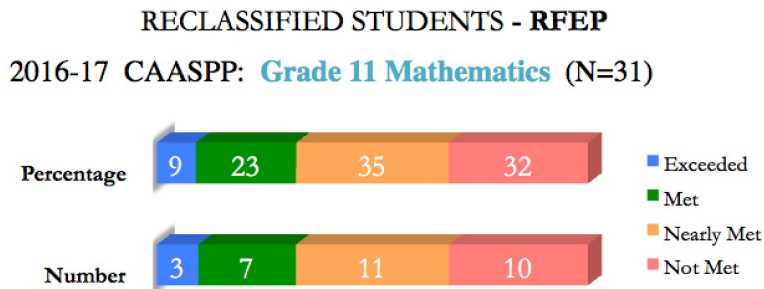
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F.2(b): Students who are Reclassified as Fluent English Proficient

There were 31 eleventh grade students classified as RFEP at the time of the 2017 CAASPP test. Of those, 26 (84%) *Met* or *Exceeded* the grade level standard for **language arts**.



Of the 31 RFEP students, 10 or (32%) *Met* the benchmark for **math**.



F.2(c): Profile of First Graduating Class, 2018

Students can earn a high school diploma from Bayfront through one of three pathways: By fulfilling 1) the Bayfront Charter High School requirements, 2) the less rigorous requirements from the state of California, or 3) a modified program due to provisions of an Individualized Education Plan. 100% of our seniors graduated on time, and of those, 72% fulfilled all of their A-G requirements. (Less than 45% of high school seniors complete these requirements in California.) Here are highlights from Bayfront’s first graduating class:

Bayfront Charter High School First Graduating Class of 2018 By the Numbers		
	#	%
• Total number of seniors in the Class of 2018	81	
• Number of seniors who graduated with their class-- on time	81	100%
• Number of students meeting/exceeding Bayfront grad requirements	72	89%
• Number of students meeting/exceeding CA graduation requirements	77	95%
• Number with modified graduation requirements (due to IEP)	4	5%
• Number of students fulfilling UC’s A-G requirements	58	72%
• Number meeting College-Career Readiness Standard (A-G +)	55	68%
• Number participating in Honors or AP classes	62	77%
• Number participating in College Bound Program	55	68%
• Number of students selected into National Honor Society	19	23%
• Number who applied to at least one 4-year college or university	36	44%
• Number who were accepted to at least one 4-year college or university	23	28%
• Total number of different universities that accepted a Bayfront student	27	
• Number of students enrolled in a community college by June 5	41	52%
• Number who will be attending a trade or specialty school	3	4%
• Number of students who enlisted in the armed forces	3	4%

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G. LCAP Progress Review

Mueller Charter School, MCLA and Bayfront Charter High School have consistently utilized the Local Control Accountability Plan to articulate strategic and tactical initiatives that are critical to achieving 90% proficiency. The LCAP is used as a guiding framework for all governance teams, including: the Charter School Board, the Leadership Council, the Instructional Leadership Team, the Parent Council (MCS), the Community Council (BCHS), the Student Council, and all grade level or subject area teams and Professional Learning Communities (“PLCs”).

The Charter School’s LCAP features four primary goals:

GOAL 1: By June 2018, 90% of Mueller and Bayfront students—including targeted groups— will demonstrate progress toward mastery of all grade level standards by any academic measure.

GOAL 2: By 2018, all Mueller and Bayfront students will have access to a comprehensive, K-12 system of services that promote socio-emotional, psychological, and physical health and well-being.

GOAL 3: By 2018, Mueller and Bayfront will collectively develop an integrated, K-12 learning continuum that targets technology, the visual and performing arts, and the 21st Century skills; and that fosters a “college and career-going” culture.

GOAL 4: By 2018, all Mueller and Bayfront stakeholders will increasingly advocate for the mission of the charter and collaborate to shape school climate and culture to achieve it.

Mueller, MCLA and Bayfront have collectively made significant gains toward achieving our overall mission, our 4 LCAP goals, and our many LCAP initiatives each year. The following analysis describes an organization that is in a constant growth and learning mode as we make yearly adjustments to this plan.

G.1: GOAL 1- Student Outcomes

By June 2018, 90% of Mueller and Bayfront students—including targeted groups— will demonstrate progress toward mastery of all grade level standards by any academic measure.

Reflection on Goal 1:

Goal 1 embodies the overall mission of our charter to engender extraordinary levels of academic achievement regardless of the life circumstances of our students. Since the year 2000 and throughout the era of the California Standards Test, Mueller- and now Bayfront- have sought **to overcome the effects of poverty on learning** as measured, at least in part, by our students achieving 90% academic proficiency “by any measure.” We have inched gradually closer to that goal.

Examples of Strategic LCAP Initiatives to Achieve Goal One:

- 1.1- All MCS staff will utilize formative assessments from **MAPS** to analyze student progress and make appropriate adjustments throughout the school year.
- 1.2- Increase BCHS staff development in **AP** strategies as well as broadening equity and access to course work.
- 1.3- By 2017 100% of teachers will acquire the knowledge needed to improve their **ELD teaching skills** by staying current with research based instructional practices through professional development, training sessions, and attending conferences.
- 1.4- MCS and Bayfront Staff will develop grade level appropriate **action plan for Professional Development** to articulate and address top priorities.
- 1.5- 100% of MCLA (middle school) teachers will make progress on acquiring authorization for teaching in **single subject**.
- 1.6- Provide **extended day and extended year** (Intersession) learning opportunities for all students, especially those in targeted groups.
- 1.7- Update MCS **Classroom Libraries** with goal of accumulating 1500 books per classroom.
- 1.8- Focus on **MATHEMATICS** at Bayfront; provide additional teacher support; train staff as appropriate; create 4-year plan for assessments; eliminate gaps in math courses created by the 4x4 block schedule.

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Analysis of Progress:

Both Mueller and Bayfront have made steady gains toward achieving grade level proficiency and beyond. Mueller continues to train staff in effective writing instruction as well as the use of data to leverage higher levels of reading.

At Bayfront, math is a high priority as is the continued progress of our English language learners. We have developed more expertise as a staff in common core—and brought in more experienced math teachers—which will contribute to eventual academic gains. In addition, we are committed to doing more with technology to link students to deeper levels of learning.

Supporting Evidence:

At Mueller, data from our 3rd through 8th grade performance on CAASPP in the Spring of 2017 indicates that, overall, we increased in the area of Language Arts, meeting the target. Overall, we increased significantly in the area of Math, also meeting the target.

Mueller is also utilizing data from CELDT/ELPAC, the NWEA MAP assessment, teacher designed assessments, and student work samples to identify critical student learning needs.

Data from our 11th grade performance on CAASPP in the Spring of 2017 indicates that we have exceeded the target for Language Arts, but fell far below in Math. In addition, 100% passing rates—two years in a row-- on the Advanced Placement (AP) exam for Spanish Language and Culture are positive developments.

Bayfront is also utilizing data from CELDT, PSAT, teacher-designed assessments, quarterly grades, and student work samples to identify critical student learning needs.

Impact on Student Learning:

Goal 1 calls for what can only be described as extraordinary academic achievement levels. Therefore—it is our primary goal addressing student learning. The demographic that Mueller and Bayfront serve—predominantly low SES families, generally lower levels of parent education, and high numbers of second language learners—are usually predictors of low performing schools. Not only does this goal reflect our insistence on high expectations, it keeps all staff focused on deciphering trends in student achievement and designing interventions that will help 90% of our students to perform at grade level.

G.2: GOAL 2: A Comprehensive, K-12 System of Services

By 2018, all Mueller and Bayfront students will have access to a comprehensive, K-12 system of services that promote socio-emotional, psychological, and physical health and well-being.

Reflection on Goal 2:

Goal 2 promises a student support system that is critical to high levels of achievement. This makes teaching and learning possible when students are confronted with difficult life challenges outside of the classroom. This goal also addresses our Resiliency Monitoring System that has been so effective in prioritizing services to students and families.

Examples of Strategic LCAP Initiatives for Goal Two:

- 21 Expand student and family **access to services** that support social, emotional, and physical wellness, including on-site CBO’s at Bayfront that service all students K12.
- 22 Develop an effective system for case management of **Foster Youth** that addresses transportation, supervision, protective factors, counseling services, Graduation Plan, and other services as needed. Train all staff in the system, and in strategies for effectively serving Foster youth.
- 2.3- By 2017, complete **FIELD RENOVATION** to include full scale soccer/football/ softball/ on artificial surface; basketball and volleyball court; rubberized surface for play structure.
- 2.4- Continue to implement **Resiliency Monitoring Process** to increase awareness of student needs and develop appropriate interventions and services.
- 2.5- Increase Bayfront Staff to include: Counselor, Dean of Students, Attendance Clerk
 Increase MCS Staff to include: PE Resource Teacher
 Both sites: Provide Coaching Stipends
- 2.6- Provide comprehensive **staff training** in issues and strategies to maintain a positive school climate, including; Restorative Justice, nutrition, mental health, and school wide behavior expectations.

CHARTER PETITION –INTRODUCTION

Analysis of Progress:

- The completed renovation of our athletic fields benefits both Mueller and Bayfront students. Data from the Chula Vista Elementary School District has consistently identified students from western Chula Vista schools as having lower levels of fitness, and higher incidences of childhood obesity and Type II diabetes. This is because, not coincidentally, this is where the largest cluster of low income families live. In addition, the neighborhoods are older and more condensed, and influenced by an abundance of fast food restaurants and liquor stores. The closest recreation center to Mueller and Bayfront is at least 4 miles away. Mueller’s new state-of-the-art athletic fields not only provide a safe and engaging place to play, they inspire children to be less sedentary and more active.
- Mueller and Bayfront continue to implement the Resiliency Monitoring Process which requires teachers to look deeply into school and family history for ecological factors that can impact student learning. The process also calls for designing effective interventions.
- Bayfront’s Dean of Students has effectively implemented Restorative Practices which encourage alternatives to draconian disciplinary measures like suspension and expulsion.
- Both Mueller and Bayfront’s Counseling staffs excel at working with students and listening to their needs. The presence of our counselors contributes to a positive climate for student learning. In addition, they are experts in connecting students to community resources.
- Bayfront’s Counseling staff also organizes all efforts to lead our students toward College. They organize and promote workshops, remind students of critical deadlines, and help with financial aide and other resources. In addition, both MCLA and Bayfront counselors continue to lead annual college tours.

Supporting Evidence:

Mueller staff have continued with Home Visits for more than a decade. These, coupled with numerous community events, create strong home-school partnerships—assuring that our parents know where they can go to access resources and assistance for their children. The Healthy Kids Survey has provided more formal data that addresses our school culture and leads to a better alignment of resources.

Impact on Student Learning:

Goal 2 reminds us that our schools are not operated on an equal playing field. Consistent, decades-long research underscores the correlation between socio-economic levels of students and their academic performance. Schools may not be able to change circumstances occurring in students’ homes or communities, but we can provide systems of support that help differentiate and prioritize services.

G.3: GOAL 3- Technology, VAPA, 21st Century Skills, College & Career

By 2018, Mueller and Bayfront will collectively develop an integrated, K-12 learning continuum that targets technology, the visual and performing arts, and the 21st Century skills; and that fosters a “college and career-going” culture.

Reflection on Goal 3:

Goal 3 speaks to Mueller and Bayfront’s focus on providing high expectations, caring and support and opportunities for participation. While Goal 1 focuses on achievement, this goal seeks to broaden the educational experience of our students: in technology, creative and performing arts, 21st Century Skills, and ultimately, whatever natural drive students have to attend college.

Examples of Strategic LCAP Initiatives from Goal Three:

- 3.1- Fully develop a **comprehensive educational program** for all students encompassing all curriculum areas including Visual and Performing Arts, PE, Health, and Technology.
- 3.2- Create opportunity to analyze the degree to which MCS/BCHS reflect recommendations from **Partnership for 21ST Century Skills**: staff discussion, walkthroughs, job-alikes, best practices, student work samples.
- 3.3- Each teacher will be encouraged to establish the following **professional goal**: “Increase degree to which instruction is engaging, relevant, motivating, and personalized; and that integrates critical thinking, collaboration, communication, creativity, and the use of technology.”
- 3.4- Form a Technology Committee from MCS/BAYFRONT stakeholders to develop a **K-12 Technology Strategic Plan** to be presented to MCS/BCHS Charter Board for adoption.
- 3.5- Form a VAPA committee from MCS/BAYFRONT stakeholders to develop a **K-12 VAPA Strategic Plan**, to be presented to the MCS/BCHS Charter Board for adoption.
- 3.6- Hire a **Technology Coordinator** to manage Technology Plan, provide professional development, bring new technologies to staff, and model best practices in technology education.
- 3.7- Hire a **Computer Technician** to service both MCS and BCBS sites
- 3.8- Invest in devices for purpose of implementing **1:1 computer access** for all students.
- 3.9- Hire **VAPA staff** for MCS including 2 music teachers; and for Bayfront CHS.

CHARTER PETITION –INTRODUCTION

- 3.10-Promote College & Career-going Culture through **annual trips to universities**: 7th grade to San Diego Colleges, 8th Grade to Los Angeles Colleges, 9th Grade to Santa Barbara Colleges, 10th Grade Career Fair, 11th Grade Northern California Colleges/Silicon Valley
- 3.11-Provide opportunities for coursework in grades K-12 which integrates academic subjects with relevant, challenging technical and occupational knowledge. Through **Career Technical Education (CTE)** pathways, students will incorporate applied learning across disciplines preparing them for both college and career.
- 3.12-Align MCLA elective classes, and MCS course content in general, with **career pathways** offered through MCLA and Bayfront; especially Environmental Science/Living Coast Discovery Center/Blue Economy & Ocean STEM.

Analysis of Progress:

- During 2016-17, Mueller and Bayfront collaborated on a K-12 Strategic Plan for Technology for both school sites.
- Our Strategic Plan was designed on the strong foundation of the International Standards for Technology Education (ISTE).
- Both schools sites have now implemented a 1:1 Laptop program.
- Mueller continues to host “The Evening of the Arts”, in celebration of student artists.
- Mueller’s music program has expanded to introduce students to wind and string instruments as well as mariachis.
- Bayfront’s Theater Arts program continues to be strong. In 2018, students performed “*Letters From the Wall*,” written by David Rivas, in a joint production with Coronado High School for the Performing Arts.
- Bayfront now includes ISTE standards, multiple intelligences, and 21st Century skills as instructional strategies that should be visible in every classroom every day.

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Impact on Student Learning:

The role of technology in creating powerful teaching and learning experiences is well established. According to the International Standards for Technology Education (ISTE):

“Today’s students must be prepared to thrive in a constantly evolving technological landscape. The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-driven process.” Further, the ISTE description for an **Empowered Learner** is when: “Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.” Technology education is therefore essential for our students—especially those who may lack access to a wide range of tech tools and models at home.

CHARTER PETITION –INTRODUCTION

- In the same way that the multiple intelligences create a meaningful pathway for students to find joy in learning and self-expression, so too does a curriculum that values the creative and performing arts.
- The Partnership for 21st Century Skills has articulated the skills, knowledge and expertise students should master to succeed in work and life in the 21st century. Those skills are clustered by content knowledge, life and career skills, learning and innovation skills, and technology & information skills. In addition, the Partnership for 21st Century skills integrate such critical themes as global awareness, civic literacy, and environmental literacy. All are critical building blocks in our students learning.



Music students perform during Mueller's "Evening of the Arts" (2018).

G.4: GOAL 4- Advocacy from our Stakeholders to Shape School Climate

GOAL 4: By 2018, all Mueller and Bayfront stakeholders will increasingly advocate for the mission of the charter and collaborate to shape school climate and culture to achieve it.

Reflection on Goal 4:

The original intent of this goal was to shine a bright organizational light on a fundamental organizational challenge at both Mueller and Bayfront—to develop a strong, sustainable, and authentic home-school partnership to engage all parents and students in achieving the mission of our school. In 2014, during our first year of existence, Bayfront staff developed an on-line student handbook that addressed multiple issues: for example, school policies, academics, athletics, and student activities. The handbook also addressed Parent Engagement. While parents have always expressed support for our schools, we envision a stronger partnership as defined by the National PTA Standards for Family-School Partnerships, and included those standards in our original handbook. There is still much to be done to bring these goals to fruition.

Examples of Strategic LCAP Initiatives from Goal Four:

- 4.1- Develop and implement an Organizational Plan to establish alignment, cohesion, collaboration and a **unity of purpose** between Mueller and Bayfront.
- 4.2- By 2017 90% of MCS/BCHS **parents will participate** in home visits and quarterly parent conferences.
- 4.3- Ensure that all MCS parents read, discuss, understand, and sign “Agreements” listed in **Parent Compact**; BCCHS students and parents will read and understand the Bayfront Student Handbook.
- 4.4- By 2016-17 the MCS/BCCHS Charter Board will adopt a **Parent Volunteer Plan** that promotes parent participation in volunteer activities, which include field trips, projects, presentations, special events at school, etc.
- 4.5- Develop a plan for **parent training Academy** in critical areas including technology, cybersafety, restorative circles, college readiness, and Adult English Classes.

CHARTER PETITION –INTRODUCTION

Analysis of Progress:

- Parents are strong supporters of Mueller and Bayfront Charter High School as evidenced by their choice to send their children to our school.
- Parent Council (Mueller) and Community Council (Bayfront), which is the primary medium for parent participation in governance of our school, has been highly effective in giving parents voice.
- The community council has been particularly focused on 1) the Development of our new high school; 2) improving home-school communications through layered systems; 3) improving school safety to and from school.
- Parents have consistently participated in surveys and focus groups to assist in school improvement strategies.

Supporting Evidence:

- Results from the Healthy Kids Survey
- Results from Community Council survey on PTA Standards Implementation
- Results from Focus Group E's survey on PTA Standards Implementation

Impact on Student Learning:

In the 2002 research review entitled *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Anne T. Henderson and Karen L. Mapp conclude that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education. This study is at the foundation of the National PTA's partnership standards. Educators have always known that when families are involved in their children's learning, their children do better in school. This has been an untapped resource for both Mueller and Bayfront.

H. Bayfront's School-Wide Learner Outcomes

Mueller's Charter Petition has always included learning outcomes for all of our students, starting as early as Kindergarten. They address such broad skill sets as technology, civic literacy, communication skills, collaboration, and the ability to utilize critical and creative thinking to solve problems. These are collectively referred to as the 21st Century Skills.

Additionally, over the past two decades, Mueller Charter School, MCLA, and now Bayfront Charter High School have been exemplary in our ability to set sky-high learning goals, identify the barriers to achieving those goals, and then create systems and strategies to overcome whatever those barriers may be. We have modeled resiliency as an organization—and that has aided us in fostering resiliency in our students.

The 21st Century Skills are the primary influence in the six School-Wide Learner Outcomes established for students at Bayfront. Our School Wide Learner Outcomes were created in 2014 to describe what all our students should know and be able to do by the time they leave high schools. They were featured in our Self-Study during our successful 2018 WASC accreditation process.

The Outcomes align with Bayfront's mascot name-- the **SHARKS**:

- S:** Smart (Defined by the Multiple Intelligences)
- H:** Healthy
- A:** Accepting of Others
- R:** Resilient
- K:** Kreative (with a "K")
- S:** Skillful (Related to the 21st Century Skills)

The School-Wide Learner Outcomes have been shared with staff, students and parents. They are posted in every classroom, featured in every monthly newsletter, and prominently displayed on our website. They are tied to school-wide events and assemblies and served as the foundation in Bayfront's first Valedictorian speech in June of 2018. As an organization, we actively nurture all six outcomes in our students and consistently seek opportunities to celebrate them. Each of the six School Wide Learner Outcomes is described below:

CHARTER PETITION - INTRODUCTION

SMART

Meaning: *we are intelligent in multiple ways—verbal, mathematical, kinesthetic, spatial, musical, interpersonal, intrapersonal, and spiritual.*

OVERVIEW

As a staff, we recognize that our students don't just learn in one way, so we differentiate material and allow them to demonstrate their knowledge in a variety of ways. Our classes contain innovative material, as we not only write our own course outlines, but provide our students with hands-on labs, engaging means of assessment, and provide our students the opportunity to hear from guest lectures, attend field trips, and learn from other professionals. Our students have opportunity to lead in the classroom and through the various sports teams and clubs that we offer. Through the years our students have taken ownership of their own learning and interests by starting these clubs, pursuing advanced classes, and enrolling in college level courses offered on site.

EVIDENCE

Ways in which we are currently demonstrating this learner outcome:

- Establishing Clubs
- Honors and AP classes;
- Dual enrollment college courses
- Differentiated material
- Promoting opportunities for self-advocacy
- Leadership opportunities
- Honor roll
- National Honor Society

RECOMMENDATIONS FOR IMPROVEMENT

It is essential to promote a level of accountability for students and staff to ensure that the SHARK Outcomes are being met in and outside of the classroom. Our students want to see our staff members encouraging and pushing new students to lead. They also want to see avenues for our non-athletes to perform; for example, create a math competition for those who excel in math, or a science fair, a TED conference, or a robotics exhibition. Our students indicate that while we currently offer spaces to express themselves musically and in theater, they would like to see more variety. And lastly, the spiritual intelligence is mentioned in our definition—but our students feel as though it is not seen in any aspect of our Charter School.

HEALTHY

Meaning: *we make healthy choices in and out of the classroom and in the community; especially with regard to nutrition, fitness, sense of self, and personal lifestyle.*

OVERVIEW

Our students demonstrate this learner outcome throughout their participation in sports. Our students are competitive and understand what it takes outside of practice to truly excel at a higher level. They generally make healthy nutritional choices. Some of our students stay informed about health concerns through participation in their science classes. In addition, many of our students are able to identify their own mental health concerns and have consistently ask for help from our counselors when they need it.

EVIDENCE

Ways in which we are currently demonstrating this learner outcome:

- School lunch and morning nutrition program
- Science classes focused on human health
- Physical education
- Interscholastic athletics
- Good modeling by a physically active staff
- Encouragement for all to try out for and participate in sports
- Our Counseling staff monitors students' mental health and socio-emotional needs

RECOMMENDATIONS FOR IMPROVEMENT

- Stock vending machines with healthy choices
- Expand school lunch program to focus on nutrition
- Provide sex education
- Provide information about Drug/Alcohol abuse
- Expand capacity for services in mental health
- Teach coping strategies for students who are managing life difficulties
- Provide self-esteem training
- Offer "Open workouts" for students who just want to train for fitness and exercise

ACCEPTING OF OTHERS

Meaning: *we are accepting—not just tolerant—of different world views, perspectives and cultures (race, ethnicity, religion, etc.)*

OVERVIEW

Our students demonstrate this learner outcome many times throughout the day. Bayfront has been identified as a sanctuary—a safe haven—where our students feel safe and welcomed regardless of race, gender, sexual orientation or religion. Our students are accepting of the backgrounds and needs of fellow students and staff members. Students help one another, support one another, and encourage each other in the classroom and in other school functions and activities.

EVIDENCE

Ways in which we are currently demonstrating this learner outcome:

Safe Haven Initiative (signed by staff and ASB students)
Clubs (e.g., APIC, MECHA, and GSA)
Lunch bunch
School murals depicting inclusivity
Peer support systems and structures
Unique events (e.g., club fairs, college tours, and school pep rallies)
Unity Day

RECOMMENDATIONS FOR IMPROVEMENT

Develop stronger school culture
Create more inclusive structures and activities for school events
Celebrate diverse cultures and backgrounds
Seek ways to recognize and share alternative world views

RESILIENT

Meaning: *we are able to bounce back from adversity and life changes.*

OVERVIEW

Like high school students everywhere, many children at Bayfront face adverse circumstances in their lives that make it difficult to come to school every day—let alone achieve at high levels. Some of our students come from broken homes and poverty. Some are brand new to this country and struggle with English. Some have parents and family members living in Mexico and only see them on the weekends. Some of our students struggle with a learning disability or mental health concern.

Despite these challenges, so many of our students consistently rise above adversity. They juggle school, extra-curricular activities, advanced courses, and the daily demands of their home environment and do not let any circumstances hinder their success in school. They are indeed resilient.

EVIDENCE

Ways in which we are currently demonstrating this learner outcome:

Resiliency continues to be a predominant school-wide theme and priority
 Bayfront’s mission statement—and thus our LCAP—reflects our commitment to high expectations, caring and support, and opportunities for participation
 Our counseling staff helps students develop their personal assets
 Bayfront has a strong, cohesive special education program
 English language learners are provided strong, sustained support networks
 Bayfront projects a **growth mindset** in all aspects of our school program

RECOMMENDATIONS FOR IMPROVEMENT

Build on high expectations as described in the WASC self-study process
 Teach social emotional regulation/Coping skills
 Create classrooms environments that motivate all students to succeed
 Teach students about the growth mindset
 Utilize grading systems that hold students accountable—but reward effort
 Continue to train staff in the foundations of resiliency research

KREATIVE (with a K!)

Meaning: we are able to find our own voice, to think far outside of the box, to be an individual, to be a “producer” not just a consumer.

OVERVIEW

At Bayfront, we provide our students with multiple opportunities and forums to produce meaningful work. They are able to create (almost) any club they wish, they have contributed to our school murals, they design our apparel, jerseys, and team uniforms. They also conceive of and initiate many of our school events and activities, request and choose the classes we offer each term, and even choose how they wish to be assessed. Our staff offers our students the opportunity to succeed by allowing them to take ownership of their learning both inside and outside of the classroom. Our students’ creative talent is on display in many forms: dance, music, photography, art, writing, public speaking, leadership, games, athletics and more.

EVIDENCE

Ways in which we are currently demonstrating this learner outcome:

- Student-led clubs
- School Murals
- Theatre/ Music Department
- Diverse option for classes
- Frequent, on-going, ASB-sponsored activities
- Establishing school traditions
- Student-driven process for identifying school colors and mascot
- Student voice in governance
- Classroom curricula strongly influenced by student interests and passions

RECOMMENDATIONS FOR IMPROVEMENT

- Continue to develop Course Catalog with student assistance
- Provide critical resources needed for all classes
- Offer a *Technology 101* Class
- Establish a Bayfront, student-run newspaper
- Establish resources to produce a Bayfront media outlet

SKILLFULL

Meaning: *we are able to apply our 21st century skills in authentic school and community settings.*

OVERVIEW

This student outcome directly addresses the Partnership for 21st Century Skills and specific skill areas defined in their research: especially collaboration, teamwork, effective communication, problem solving, civic and digital literacy.

We instill these 21st century skills through the full implementation of our 1:1 laptop program, public speaking opportunities, college trips, field trips, innovated classroom lessons, hands on labs, high expectations, and high-level courses.

EVIDENCE

Ways in which we are currently demonstrating this learner outcome:

- Student-run Tech Bar for students with laptop problems
- Media classes
- Innovative classes that intentionally address 21st Century skills as outcomes
- Emphasis on communication: reading, writing, speaking and listening
- Discreet strategies to promote time management/project management skills
- High level classes
- Opportunities for leadership

RECOMMENDATIONS FOR IMPROVEMENT

- Shine a brighter light on ISTE standards and embed them across curriculum
- Offer engineering class
- Offer Technology skills class
- Design electives that specifically promote 21st Century Skills
- Establish a Bayfront showcase program
- Develop community partnerships that can lead to internships
- Establish strong Career Pathways through CTE Courses

I. The Next Five Years: 2019-24

The communities of Mueller, MCLA, and Bayfront have identified clear initiatives that we intend to pursue over the next five years. Each of these will be critical in moving us closer to our mission:

- ✓ Successfully implement our **Local Control Accountability Plan** with fidelity across both campuses, further developing our K-12 continuum;
- ✓ Build a **multi-purpose field house** that will provide a regulation size gym, theater, community meeting space, kitchen and indoor cafeteria;
- ✓ Leverage our proximity to the **Bayfront Master Plan** by creating a CTE pathway, internships, and civic awareness directly connected to the development;
- ✓ Launch our 14-point, **Strategic Technology Plan** to significantly develop a sustainable, state-of-the-art technology education footprint from Mueller/MCLA (K-8) to Bayfront (9-12).

In addition, Mueller/MCLA intend to:

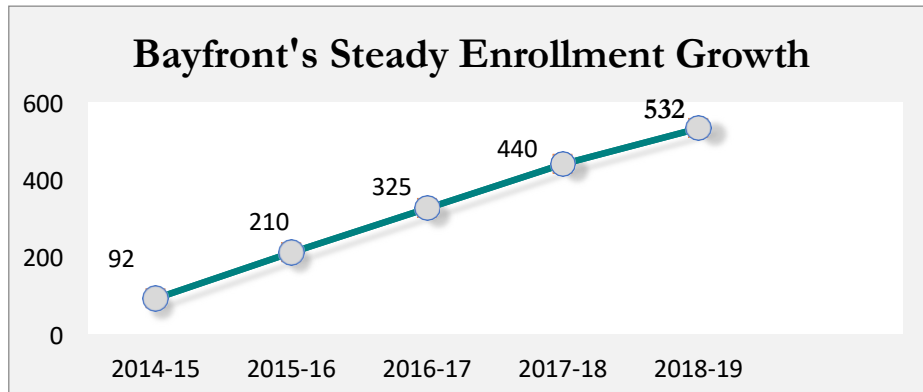
- ✓ Successfully open an Exploratorium/STEAM Lab with daily access for Mueller and MCLA students;
- ✓ Expand our campus to accommodate additional VAPA's programs and enrollment;
- ✓ Open a Wellness Center on the Mueller/MCLA campus providing family therapy and youth mental health support;
- ✓ Establish partnerships to bring digital equity to all students, including broadband, high speed Internet access to every student in their home;
- ✓ Pursuing WASC Accreditation for the K-8 program.

Bayfront intends to:

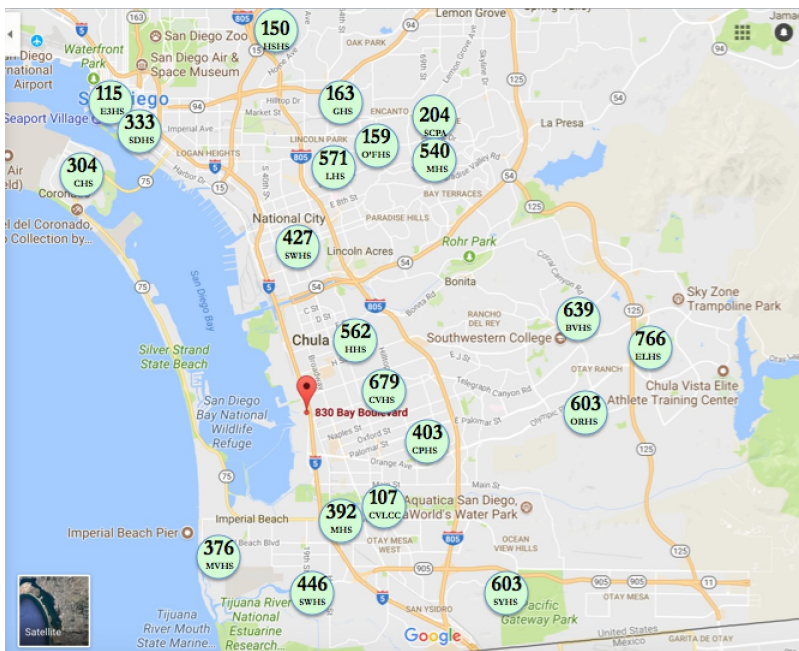
- ✓ Implement all elements of our WASC Action Plan;
- ✓ Design innovative solutions to manage our growth and maximize space within our building;
- ✓ Significantly increase our capacity to support our students' college-career aspirations.

J. The Sustainability of Bayfront Charter High School

As anticipated, Bayfront has experienced steady and positive growth over the past five years. These numbers are largely due to having opened one additional grade level over the first four years of the high school, from 2014-2018. Our target enrollment is 500 students in the building.



In addition, we identified the number of 9th grade students who entered high schools within 10 miles of Bayfront. This 2016-17 data has remained consistent over the past three years. In all, close to 7,000 9th grade students currently reside within that 10-mile radius, insuring access to a target audience for years to come.



K. On Resilience

Nothing about the development of Mueller Charter has come easy over the past two and a half decades. We first battled over the purpose of the charter and the eventual mission. We battled to articulate a vision for who we serve, the role of unions, the voice of our parents and in codifying democratic systems of governance and decision making. We battled over the wisdom of diversifying our charter to include a middle school and then a high school. We have battled, fueled by our own imperfections, over innumerable strategies, ideas and tactics conceived in hopes of advancing—even by the smallest measures—toward a mission that still eludes us.

We have battled with the ebb and flow of our national economy, as much as the natural fickleness of youth, as we endeavor to stabilize our enrollment in a K-12 school system that is founded on the power of “choice.”

But through it all, we continue to model the resilience we expect of our students.

Perhaps our most significant accomplishment so far is that, as a school community, we have each managed to channel the defining culture we have nurtured at Mueller:

- A belief that our students are capable of extraordinary accomplishment
- A commitment to the notion of continuous organizational improvement, and
- A reverence for the power of innovative ideas that can launch “great brilliance.”

This Charter Petition is reflective of our evolution as a K-12 organization. It is an honest accounting of who we are today—with all of our strengths and our gaps—and who we imagine we can be for our families going forward into the future. We believe this document is our blueprint as we design our schools to be worthy of the children they serve.

Mueller’s success, and now Bayfront’s too, is rooted in the hard work of the many educators who have often found their own pathway in the process of inspiring crazy results when the demographics and life circumstances of our students would have predicted otherwise. Mueller Charter’s mission of 90% proficiency has yet to be achieved, but we have committed to a culture of *continuous improvement*. Innovation is in our DNA... and so the journey continues.

A. ELEMENT ONE: *Educational Program*

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

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

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

- A1: Our Mission
- A2: The Vision
- A3: 21st Century Learners
- A4: Who We Serve
- A5: Organizational Design and the 8 State Priorities
- A6: Curriculum Design
- A7: Instructional Design
- A8: Plan for All Learners

A1: Our Mission

Our mission has remained the same since the year 2000:

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.

Upon opening Bayfront Charter High School in 2014, we modified our mission statement—for the high school—to link our college and career initiatives with the 3 major protective factors enumerated in decades of research on resiliency:

Bayfront Charter High School illuminates multiple pathways toward each student’s college, career and life aspirations through our culture of high expectations, caring and support and meaningful opportunities for participation.

While the mission statement for the high school is different than Mueller’s, the pursuit of “90%” proficiency remains the same, as reflected in Goal 1 of our Local Control Accountability Plan.

A2: The Vision: “Our students will change the world”

This vision statement is a declaration of our faith in the boundless capacity of our students to become productive, influential, accomplished and engaged adult citizens who care about their world and are positioned to impact it in a positive and powerful way. It assumes that every student will fully benefit from the K-12 continuum of elementary and secondary education offered at Mueller and Bayfront and that as a result, they will be more eminently prepared to pursue their college and/or career aspirations. It also assumes that every individual will have the support and encouragement—as well as the opportunity—to explore their innate natural talents and interests, and fully develop those gifts in the service of others.

The statement also challenges us to imagine each child as a successful adult. If you knew the future—and that a child in a desk in front of you would grow up one day to be a Supreme Court Justice, or noted physician, or billionaire inventor, or world famous artist—how might you treat her today?

Finally, our vision statement speaks to the allure of “the American Dream”—that regardless of their background or resources— children who grow up in a climate of high expectations, with unlimited opportunities for meaningful participation, and surrounded by a family, school or community of caring and support—they can accomplish anything.

A3: 21st Century Learners

To achieve proficiency in 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 and beyond. Mastery of these skills is mandatory for every student enrolled at the Charter School.

However, these are not the only skills that are essential to 21st Century learners.

We encourage our students to develop their full potential as citizens, artists, writers, athletes, scholars, thinkers, leaders, activists, entrepreneurs, and learners.

These require attributes 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;
- ✓ Resiliency, balance, and inner peace.

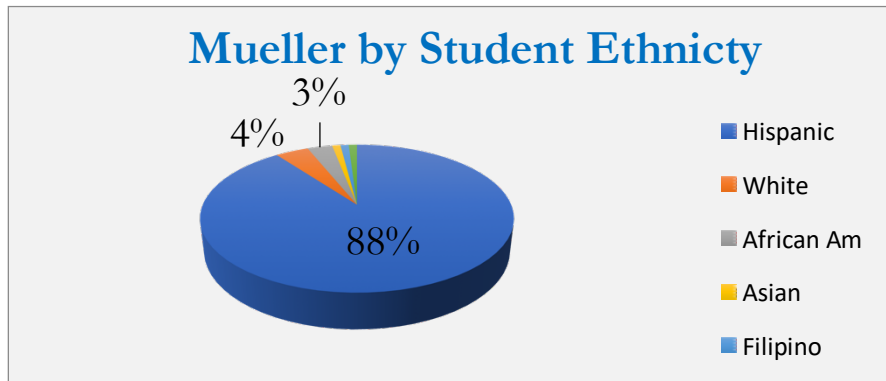
We are committed to fostering and celebrating these attributes in our students in equal proportion to their progress in math and language arts.

A4: Who We Serve

The Charter School is committed to serving any and every child that wishes to enroll— provided we have space available. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student.

Mueller, by design, exists to serve the demographics of our own community:

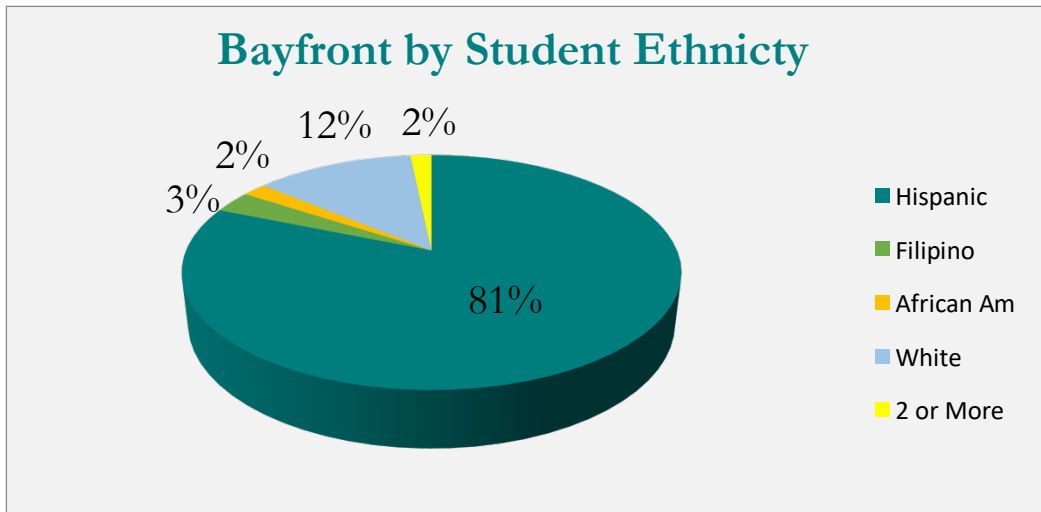
Approximately 80% of our students live within walking distance of Mueller Charter School. Some 85% qualify for free or reduced lunch, and over half the children enrolled in regular education are Title 1 students. Currently, 49% of our students are English Learners. 10% qualify for an Individualized Learning Plan and receive support services through our RSP program. Family mobility continues to be a challenge with a turnover rate that at times exceeds 20%.



Mueller Students at a Glance		
Total Enrollment	1,045	
Male	512	49%
Female	533	51%
Qualify School Lunch Program	898	86%
Students with Disabilities	104	10%
English Learners	512	49%

CHARTER PETITION –ELEMENT ONE

The demographics for students attending Bayfront Charter High School are slightly different. While the majority come from MCLA, our high school students come from nearly 20 different area middle schools in search of a smaller, more personalized, and less intimidating high school experience.



Bayfront Students at a Glance		
Total Enrollment	508	
Students Identifying as Male	209	48.4%
Students Identifying as Female	223	51.6%
Qualify for F/R Lunch Program	234	46.1%
GATE *	48	9.4%
Students with Disabilities	55	9.8%
English Learners	211	41.9%

**Identified prior to attending Bayfront.*

A5: Organizational Design and the 8 State Priorities

The Charter School’s programs are all intentionally designed—in every detail—to achieve our Charter Mission. We have blended our own deep focus on the three *protective factors* from resiliency research—high expectations, caring and support, and opportunities for participation—with the 8 state priorities. Together, they contribute to improved **Pupil Outcomes**, Student and Parent **Engagement**, and essential **Conditions for Learning**.

Protective Factors Cited in Resiliency Research		
<ul style="list-style-type: none"> • High Expectations • Caring and Support • Opportunities for Participation 		
California’s 8 State Priorities		
Pupil Outcomes	Engagement	Conditions of Learning
4. Student Achievement	5. Student Engagement	1. Basic Services
8. Other Students Outcomes	3. Parent Involvement	2. State Standards
	6. School Climate	7. Course Access

A5.1 PUPIL OUTCOMES: (Priorities 4 and 8)

A5.1(a): Student Achievement

PRIORITY 4: *“Student Achievement” refers to improvement in outcomes for all students, as measured in multiple ways, including test scores, English proficiency and college and career preparedness. --California State PTA*

Mueller Charter School embarked on a relentless pursuit of **90% academic proficiency** in July of 2000. That mission continues. It requires sustained, high expectations from all stakeholders, innovative programs and interventions, reliable metrics and systems to monitor student progress, and strong instructional strategies that reach every learner.

In addition, the Charter School has developed a K-12 learning continuum for children through its three distinct programs. This continuum is especially effective in promoting 21st Century skills, technology, and college and career preparedness.

Trends in achievement and our overall progress toward achieving our mission, are described in the Introduction to this Charter Petition.

A5.1(b): Other Student Outcomes

PRIORITY 8: *“Other Student Outcomes” refer to measurements of student performance in specific, required areas of study beyond those described in Priority 4. --California State PTA*

Other Student Outcomes at Mueller/MCLA

Mueller/MCLA provide a complete and comprehensive curriculum for all students in Kindergarten through the 8th Grade. Students from every critical subgroup study English, mathematics, social studies, science, the visual and performing arts, and physical education. These courses are in evidence in our standards-based report cards.

As stated in section A3 (above), we encourage our students to develop their full potential “as citizens, artists, writers, athletes, scholars, thinkers, leaders, activists, entrepreneurs, and learners”.

At Mueller and MCLA, we spotlight these integrated skills through the application of the Multiple Intelligences. Evidence of these include:

- ✓ **Verbal:** Language arts emphasis, second language acquisition, creative writing options, participation in the district speech contest, Ted Talks
- ✓ **Mathematical:** 1:1 laptop program, MAPS, robotics, CAASPP preparation
- ✓ **Kinesthetic:** Athletics, dance, Olympic Festival
- ✓ **Musical:** Music club, weekly music instruction
- ✓ **Spatial:** artists’ gallery, Evening of the Arts, campus murals
- ✓ **Interpersonal:** ASB, community service opportunities
- ✓ **Intrapersonal:** student agency, goal setting, college tours, “The Leader in Me”

These are celebrated every month during Monday assemblies in our Mustang Heroes series.

Other Student Outcomes at Bayfront

Bayfront features a-g courses that have been reviewed and pre-approved by the University of California. Our course catalog is evidence of the scope of those classes: a) history and social studies, b) English, c) math, d) science, e) language other than English, f) visual and performing arts, and g) college prep electives. Evidence of student achievement in each of these disciplines can be found in our official course grades.

In addition, Bayfront’s School-wide Learner Outcomes target skills and values that are essential to 21st Century Learners. We have identified those by our mascot name-- the SHARKS. Our graduates are:

- ✓ **Smart:** as defined by the Multiple Intelligences. (That is, able to demonstrate strengths in Mathematic and Verbal Intelligences, but also Spatial, Musical, Kinesthetic, Interpersonal and Intrapersonal)
- ✓ **Healthy:** in mind, body and spirit
- ✓ **Accepting** of others
- ✓ **Resilient:** able to rise above adversity
- ✓ **Kreative** (with a K!)
- ✓ **Skillful:** especially as it relates to those characteristics defined by the Partnership for the 21st Century Skills.

See section “H” in the Introduction above for a more detailed description of these outcomes.

A5.2 ENGAGEMENT (Priorities 5, 3, 6)

A5.2(a): Student Engagement: Mueller’s Academic Programs, K-12

PRIORITY 5: *Student Engagement means providing students with programs, course work and opportunities — both in and out of the classroom — that motivate them and keep them in school. --California State PTA*

Mueller’s academic programs have evolved over time in direct response to student needs at multiple age and grade levels. Some of those programs include:

- **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.

- **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 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 & 8**

The Charter School will continue to expand and develop its Middle School model for 7th and 8th grade students in order to help facilitate the transition to high school. This program, known as Mueller Charter Leadership Academy, 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, Grades 9-12**

Bayfront is a fully accredited, 4-year high school that serves between 450-500 students in a commercial building located ½ mile from Mueller. The high school abides by all applicable provisions of the Education Code, and like Mueller, remains transparent in matters associated with budget, decision making, governance, parent participation, academic achievement, and features of our instructional program.

A5.2(b): Parent Involvement

PRIORITY 3: *Parent involvement refers to efforts by our schools to seek input from all parents, and to engage parents as partners in decision-making. --California State PTA*

Goals for Parents and Community Involvement

The Charter School is committed to:

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

Parent/Community Involvement

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

In addition, the Charter School maintains a shared commitment to promoting strong and meaningful **parent involvement** in school governance, especially through active participation in our parent and community councils and our Charter School Board.

- ✓ 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

Charter School 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 Parent Compact also 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

Parents at the Charter School are encouraged to:

- ✓ Participate in all teacher home visits at least once each school year;
- ✓ Participate in all parent conferences and student-led conferences throughout the school year;
- ✓ Seek parent/family support, when needed, through the Counseling Center; ✓ Attend optional parenting classes offered through the Counseling Center; ✓ Create an environment at home that supports learning.

A5.2(c): School Climate

PRIORITY 6: School Climate *refers to factors-- both inside and outside the classroom—which can impact student success (e.g., pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness.) --California State PTA*

The Charter School is defined by the presence of **High Expectations, Caring and Support, Opportunities for Participation** that are fostered on both campuses:

High Expectations

The Charter Schools convey their level of expectations for students in how they are treated, in the balance between rigor and support, in the authentic relationships that are established throughout each academic year and in our climate of mutual respect. These expectations are reflected in, among other practices, our college-going culture.

College-Going Culture

It is understood at the Charter School that not all students will choose to go to college after they graduate from high school. However, we are committed to giving each child the preparation required to attend college if they choose to do so. In addition, we encourage students to develop the habits of mind that all students will need in order to be successful in college or the workforce—including the 21st Century Skills.

Evidence of High Expectations at Mueller

Staff communicates their expectations of students in their daily interactions, their attitudes, their instructional strategies, their language and in the policies and programs they commit to. Examples include the following:

- ✓ MCLA College Trips
- ✓ Extended Days
- ✓ Extended School Year
- ✓ Student Goal Setting
- ✓ Teacher/Classroom Goal setting
- ✓ Competitive athletic teams (including flag football, volleyball, basketball, soccer, softball, boxing)
- ✓ Visible Learning
- ✓ Essential Questions
- ✓ Language Objectives
- ✓ Learning Intentions and Success Criteria
- ✓ Expected Outcomes (sample of proficient writing)
- ✓ Use of Guided Language Acquisition Design (“GLAD”) strategies
- ✓ Discussion Guides
- ✓ Student Led Conferences
- ✓ Centers and Purposeful Learning
- ✓ Tracking progress and achievement
- ✓ Writing Across Content Areas
- ✓ WRITE Institute model school

CHARTER PETITION –ELEMENT ONE

Evidence of High Expectations at Bayfront:

Preparation and eligibility for college is the default at Bayfront. The 2018 WASC site visit and Self Study verified that, when it comes to high expectations, there are numerous policies and programs that reflect our collective belief in our students' potential:

- ✓ Bayfront's graduation requirements exceed the "a-g" subject requirements established by the University of California;
- ✓ All of our courses are submitted to the University of California and approved prior to being offered to students;
- ✓ Students are provided a number of Advanced Placement options and we continue to add more AP courses;
- ✓ Southwestern College offers dual-enrollment courses on site at Bayfront through the "College Bound" program;
- ✓ Bayfront students are provided options for "Honors" level classes;
- ✓ Access to online courses through UC Scout provides students with access to more UC, "a-g" approved courses;
- ✓ Student leadership is valued and encouraged. Two student representatives sit on the Charter Board; students organized and led the walk-out for Safe Schools; individual students lead service projects addressing MS, childhood cancer, LGBT issues, and beach clean-ups;
- ✓ Bayfront offers College and Career Readiness Activities (9th grade college visits, 10th Grade Career Fair, 11th Grade College Visits, Senior Workshops);
- ✓ PSAT 10 is administered for all Sophomores and Juniors; Taking the SAT is strongly encouraged for Juniors and Seniors. Staff provides test preparation;
- ✓ Students are celebrated for academic excellence in monthly assemblies.

Caring and Support

Examples of programs and systems implemented to provide students with caring and support include:

• Student Services

The Charter School invests in a systemic approach to student services. Mueller's staff includes a full counseling department, a psychologist on site, Dean of Students, Literacy Coordinator, a full-time student nurse, and fully staffed special education department. Likewise, Bayfront has invested in a full-time support staff that includes a Dean of Students, Dean of Student Achievement, 3 School Counselors, 1 Social Worker, 3 Resource Specialist Teachers and an on-site school psychologist.

• **Freshmen Orientation**

Bayfront holds a 3-day orientation specifically for incoming 9th grade students—with the objectives of meeting all of our new students and learning their names, spending ½ day on a university campus, learning Bayfront’s graduation requirements and the a-g’s, and reviewing Bayfront’s school-wide learner outcomes.

• **Home Visits**

In 2001, Mueller teachers began the practice of conducting Home Visits with every student assigned to their class. At the start of each school year, teachers arrange to meet all of their students’ families and parents in their home. The purpose is to establish a connection and the beginnings of a relationship with each student’s family *before* there are any challenges or problems. In addition, teachers use the visits to preview the school year ahead, highlight field trips and special events, and review any new general information that parents should know. Bayfront teachers also conduct home visits for Freshmen and students new to the Charter School.

• **School-Wide Behavior Plan & Restorative Justice**

Every student has the right to learn and every teacher has the right to teach. Therefore, staff at the Charter School extends their high expectations to student behavior and the preservation of a safe and positive learning environment in every classroom and across our campuses. The Charter School has four major behavior expectations:

Students will:

- ✓ Arrive on time, every day, ready to learn
- ✓ Demonstrate respect for others
- ✓ Demonstrate respect for the property of others
- ✓ Demonstrate respect for the learning environment

MCS has a school-wide behavior plan that clearly outlines expected standards of behaviors which includes rewards for outstanding students and consequences for students that violate the behavior expectations. The goal of our behavior plan is to provide students with consistency, clear expectations and support, interventions and resources when necessary. The plan is described in the Parent Compact and implemented by all teachers, support staff, charter helpers and volunteers. All parents receive a copy and sign at the beginning of the year. The plan provides alternatives to shape and modify student behavior, reduce school suspensions, increase safety for staff and students and encourage a positive school environment.

CHARTER PETITION –ELEMENT ONE

To encourage positive behavior, we recognize students who model good citizenship with “Golden Tickets,” Honor Student Awards, Student of the Month and Perfect Attendance Awards. Finally, the Charter School has developed a multifaceted approach to student discipline that features Restorative Practices and Positive Behavior Intervention and Supports (PBIS).

• **Restorative Practices**

The Charter School has adopted a Restorative Justice approach to discipline in all of its programs. All staff members have been trained in a restorative approach to behavior. We recognize that this approach further contributes to positive school culture and also engages students in restoring relationships if they have been fractured due to behavior choices. Restorative refers to a belief that decisions are best made and conflicts are best resolved by the individuals most directly involved. It further seeks to develop good relationships and restore a sense of community.

The goals of restorative practices include:

- ✓ Trying to foster understanding of the impact of the behavior
- ✓ Seeking to repair the harm that was done to people and relationships
- ✓ Attending to the needs of victims and others in school
- ✓ Avoiding imposing intentional pain embarrassment and/or discomfort on students
- ✓ Actively involving others as much as possible

This approach aligns with our focus on creating a strong sense of community but also strengthening relationships among students and staff.

• **Positive Behavior Intervention and Supports**

Mueller Charter utilizes a Positive Behavioral Support approach to improving school and classroom discipline. It is based on the Positive Behavioral Support approach developed at the University of Oregon and National Center on Positive Behavioral Intervention. The program components address schoolwide, common area, classroom, and individual student interventions and are intended to support the academic achievement and healthy social development of youth in a safe environment that is conducive to learning.

We intend to promote effective behavior expectations that:

- ✓ Create a culture of consistency
- ✓ Include all students for teaching
- ✓ Use positively stated expectations
- ✓ Target all forms of behavior (safe, respectful, responsible)
- ✓ Are known by all students and adults.

• **Resiliency Monitoring**

All students are expected to be at grade level by the end of each academic year, 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 that those risk factors may have on learning, and to create appropriate services and interventions to assist children in overcoming learning barriers. The emphasis is on fostering resiliency.

- ✓ The presence of risk factors is diagnosed as they relate to academic achievement, attendance records, school behavior, Title I identification, teacher judgment, known conditions in the home environment (including drug abuse, family crisis, health, etc.).
- ✓ Appropriate interventions, services, and strategies will be prescribed according to individual needs of children.
- ✓ 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.

• **Safe Schools Plan**

The Charter School completes a Comprehensive School Safety Plan every year to continue to improve school safety and wellness for our school community. The plan is developed from the input of multiple stakeholders including staff, students, parents and community members. It includes appropriate programs and strategies that provide school safety, security and emergency preparedness.

Each school site develops goals, objectives and actions, which can be implemented throughout the year to improve school safety. One emphasis is creating a positive and safe school climate where students feel wanted and needed. The second component focuses on how the school site fosters security and safety through elements of the physical environment and in the daily processes and routines.

A major feature of the plan includes training for all staff in emergency drills and emergency response teams. Specifically, staffs at both school sites train students in emergency procedures for fire, earthquakes, bus evacuation, lockdown, secure campus and shelter in place procedures. Both school sites also invest in emergency supplies.

CHARTER PETITION –ELEMENT ONE

• **Academic Calendar**

At the Charter School, we regard “time” as a valuable and critical resource. In general, the Academic Calendar for Mueller and Bayfront are the same, and they align with the calendar of the Chula Vista Elementary School District. However, both schools continue to offer 14 days of instruction beyond those of other local schools.

• **Attendance/Tardies Monitoring**

Because we value instructional time, student attendance is monitored on a daily basis. Students are expected to be on time and in attendance at school every day.

- ✓ 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.
- ✓ The Charter School will maintain an incentive program to continuously improve attendance—especially for students who are habitually absent, truant, or tardy. The program may include home visits and parent education.
- ✓ In more serious cases of truancy, 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.
- ✓ Student attendance during an assigned intersession is mandatory.
- ✓ Continued enrollment at the Charter School is contingent on compliance with the Attendance Agreement.

• **Enrollment and Class Size**

In order to best meet students’ needs and to maximize their opportunities for full school participation, the Charter School remains committed to maintaining class sizes that are smaller than district averages. 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 our schools that are less than CVESD and Sweetwater Union High School District averages;
- ✓ The Charter School 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.

Opportunities for Participation

There are a range of opportunities for participation at both Mueller and Bayfront, including:

• **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, boxing, chess club, STRETCH, safety patrol, cheerleading, etc.

- ✓ Students will have the opportunity to participate in extracurricular programs and activities that may include interscholastic sports, recreation, after school enrichment, or field trips;
- ✓ Students will be encouraged to complete community service projects throughout the year;
- ✓ Students will participate in regularly scheduled school-wide assemblies to 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.

• **College Visits**

In 2007, during the first year of MCLA, we instituted our first “College Week.” 7th grade students were taken to colleges and universities located throughout San Diego: San Diego State, University of San Diego, UC San Diego, Southwestern College, Cal State San Marcos and the San Diego Arts Institute. Students walked on the campuses, met with student groups, and processed their experiences in a variety of writing and research prompts. That event was the beginning of what is now a very powerful annual learning experience for Mueller and Bayfront students. The 7th grade college experience is still focused locally. In 8th grade, however, students spend a week in Los Angeles visiting UCLA, USC, UC Irvine, Pepperdine, Long Beach State and other schools. While in LA, our students also visit the Museum of Tolerance and the Getty Museum.

At Bayfront, 9th grade students visit the campuses of UC Santa Barbara, LA Film School, Occidental College, and Fullerton. In 2016, we launched our first trip to the Bay Area for our Junior Class, visiting UC Berkeley, Stanford, San Jose State, University of San Francisco and San Francisco State. Students also visited Google and drove through the neighborhoods of tech giants like Facebook, You Tube, Intuit and others.

A5.3 CONDITIONS OF LEARNING (Priorities 1)

A5.3(a): Basic Services

PRIORITY 1: Basic Services *means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. --California State PT*

Teachers

The Charter School is committed to:

- ✓ Hiring and assigning only the most highly qualified teachers—fully credentialed in their subject areas—in our classrooms;
- ✓ Creating professional opportunities for teachers, including the opportunity to be responsible for the learning program at their respective school site;
- ✓ Creating dynamic teacher teams and Professional Learning Communities, that
 - are afforded common planning time to help organize and improve the quality and quantity of interactions between teachers and students;
- ✓ Improving student learning by encouraging different and innovative teaching methods, especially those which will help to make instruction more relevant;
- ✓ Creating systems that promote frequent assessment of student progress, on-
 - going and consistent feedback, collaborative scoring and discussion of student work, midcourse adjustments, and multiple opportunities for improvement;
- ✓ Ensuring that teachers assess the individual learning needs of students through the use of multiple assessments and that they tailor instructional strategies accordingly;
- ✓ Entrusting teachers to implement schedules that are consistent with the way students learn and allow for effective grade level teaming, common planning time, and other lesson planning;
- ✓ Reviewing, disseminating, and infusing the very latest research regarding effective schools, student achievement, second language acquisition, and organizational development.

• **Teacher Training**

Considerable professional learning is provided at the Charter School to ensure all teachers design their lessons to achieve the state standards. Weekly trainings are offered throughout the school year by both our staff and outside consultants and experts. The Instructional Leadership Team guides peer coaching, feedback and classroom visits, as well as the development of the Professional Development Calendar.

Instructional Materials

All classrooms at both school sites utilize instructional materials that are aligned with the California state content standards, including Common Core State Standards, Next Generation Science Standards (“NGSS”), English Language Development (“ELD”) Standards, History-Social Science Content Standards, and the standards from the International Society of Technology Educators (“ISTE”) and any other applicable standards (hereinafter, collectively “State Standards”).

State Standards-Aligned Instructional Materials at Bayfront

All math, language arts, social studies, and science courses comply with University of California’s expectations of alignment to State Standards. Instructional materials are listed in our course descriptions and are thus taken into account when each class is considered for approval. A Scope and Sequence has been developed in each curriculum department, copies of which are available in our office.

California’s academic, content, and performance standards—embodied in the State Standards—are the linchpin to improving student academic performance at Bayfront. The scope of “a-g” courses that we have successfully submitted for approval through the University of California are evidence of our organizational commitment to providing all students with the highest level of rigor.

Facilities

In spite of decades of intermittent development, neglect, re-development, and urban congestion in surrounding neighborhoods, the Mueller community still maintains a bucolic ambiance and rich cultural tapestry. The bay breeze is ever present, as is the unlimited potential of the waterfront.

Even now, the Charter School partners with the Living Coast Discovery Center, an environmental aquarium and education center housed in a national wildlife refuge close by, and the Maritime Alliance, whose mission is to promote the business, technology, and research industries that are rooted in San Diego’s bay and ocean resources— also known as the “blue economy.”

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.

During the 2016-17 school year, Mueller’s playground was renovated to provide a state-of-the-art athletic facility for students. The campus now features a regulation size soccer, softball and flag football field on artificial turf, a rubberized running track, and an outdoor basketball and volleyball court—all funded through the charter with the assistance of a state facilities grant. In addition to its main campus, MCLA leases a science classroom, on site, at the Living Coast Discovery Center.

Facilities at Bayfront

Bayfront Charter High School is housed in a modern, 30,000 sq. ft. commercial building within walking distance to Mueller Charter School. The building was selected because of its location, its open and colorful interior, ample recreation and lunch area, and unique architectural designs. Originally built as a warehouse in 2004, the building underwent major renovations when it became the home of United States University in 2010. The university subsequently moved out in 2016, making way for Bayfront to sign a 15-year lease and assume tenancy of the entire property.

In the Fall of 2016, Bayfront renovated the student café, outdoor lunch area, and student lobby. We also installed new restrooms on the west end of the building and constructed our “black box theater.” Finally, working in partnership with the building owner and the City of Chula Vista, a new fire alarm system was installed along with external doors for all classrooms and student meeting areas.

There are now 16 classrooms within the building, including 3 science labs. The chemistry room is rapidly evolving to meet all UC requirements and all required chemicals are safely stored in a secured location that prohibits student access.

A6: Curriculum Design (Priorities 2,7)

A6.1: Implementation of State Standards

PRIORITY 2: Implementation of State Standards *means ensuring all students, including **English Language Learners**, have access to school programs and services based on California’s academic content and performance standards.*

Common Core State Standards

All students, including English Learners and students with special needs, participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic competencies, the college and career-readiness standards, and, for Bayfront, the school wide learner outcomes.

CHARTER PETITION –ELEMENT ONE

- ✓ The 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 English Language Proficiency Assessments for California (“ELPAC”);
- ✓ 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 the State Standards;
- ✓ Teachers will have the option to group students according to their educational needs.

English Language Development

Teachers build students’ background knowledge and deliver engaging lessons with vocabulary development, language frames, and structured opportunities for oral language development through collaborative conversations. A more detailed explanation of ELD strategies is provided in Section A8.

English Language Arts

There is a balanced literacy approach to language arts. Teachers identify lesson objectives aligned with the State Standards. Students are provided a variety of strategies to enhance their language arts learning. Reading, shared reading, guided reading, independent reading and word studies are all used during the balanced literacy block. Teachers provide ongoing formative assessment using an online standards-based item bank to guide and adjust their instruction. Sections A6.2(a) and (b) describe the ELA strategies in more detail.

A6.2: A Broad Course of Study

PRIORITY 7: Access to a Broad Course of Study, *requires pupil enrollment in a broad course of study that includes all of the subject areas. (e.g. English, Mathematics, Social Science, Science, Visual & Performing Arts, Health, Physical Education, Career & Technical Education, and other.)*

MUELLER’S CURRICULUM

A6.2(a): Reading

Our goal is to assist our students in becoming broadly literate individuals who are able to engage “with a variety of books and other texts across a wide range of genres, time periods, cultures, perspectives, and topics for a multitude of purposes, including learning about new ideas and oneself and immersing oneself in the sheer pleasure of reading”(ELA/ELD Framework for California Public Schools.) We provide a balanced literacy approach to language arts instruction. Our teachers integrate instruction with authentic reading and writing opportunities. We want students to learn how to use and apply literacy strategies and skills. These components of balanced literacy are included:

(1) Shared Reading, (2) Guided Reading, (3) Letter and Word Study and (4) Independent Reading. Within this approach, teachers are able to incorporate different strategies and approaches daily in order to meet the individual needs of diverse students. Students will receive direct instruction, work collaboratively with partners and small groups as well as engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. As students progress, reading instruction will focus on “reading to learn” rather than “learning to read.” An emphasis is placed on reading and writing across content areas.

Differentiated instruction will be provided through flexible small group instruction during which students will apply learned skills to text at their guided reading level and will receive systematic decoding and fluency instruction if appropriate.

Shared Reading: Focusing on comprehension, teachers will choose text for a particular purpose, then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections for social studies and science concepts.

Guided Reading: Teachers will target instruction based on the individual needs of students through guided reading. During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of a particular strategy based on the appropriate instructional levels of individual students. Students will all be working on the same objective, but using different texts. At other times, reading groups might be working on different strategies, again based on need. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

Letter and Word Study: Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered “at risk” for academic failure (Report of the National Reading Panel, 2000.) Therefore, explicit phonics instruction in the early primary grades is critical. This instruction must include phonological awareness, sequential phonics skills, sight words, guided spelling application, and decodable texts. Spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

In all grades, letter and word study will include spelling instruction and targeted vocabulary development. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Instruction in specific words and concepts will occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility.

Independent Reading: Throughout the day, students will have time to choose and enjoy reading that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries will be stocked with high-interest books of various genres at a variety of levels. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom. We have worked with teachers to ensure that every classroom has a rich library for students. Our goal is to stock every classroom library with 1,000 books.

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In kindergarten through grade five, teachers will provide a balance of literary and informational reading as required by the standards. In grades six through twelve, additional attention will be placed on the category of literary nonfiction which includes biographies, memoirs, speeches and journalism. In all grades, students will have opportunities to read closely and provide textual evidence. Students will build coherent content knowledge in all content areas through reading.

A6.2(b): 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, 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 report cards and student portfolios;
- ✓ Professional 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.

Writing is seen as a vehicle for improving students’ reading, speaking, listening and overall communication skills. At Mueller, writing must occur across all curriculum areas. Writing instruction in all grades is based on the following six research-based, high leverage, Academic Literacy Practices:

- ✓ Teach genre writing as a process
- ✓ Build on students’ backgrounds

- ✓ Model writing for and with students
- ✓ Develop academic oral language
- ✓ Teach grammar and vocabulary explicitly and in context
- ✓ Publish and celebrate student writing

The text types have been organized into genre families. During ELA and ELD, students are *learning to write*. In other content areas, students are *writing to learn*. Beginning in kindergarten, teachers in every grade guide students through the writing process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/ explanatory texts, and narratives.

Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. They write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Language frames are provided to ensure access for all students. Multimedia technology is used as a tool for effective writing and communication.

Analytic rubrics are used to monitor students' growth in writing. Students are given pre- and post prompts to examine progress. Additive feedback is provided during conferencing with students.

A6.2(c): Math

Learning objectives and outcomes will be aligned to the rigorous CCSS mathematics standards. Teachers will use the *Mathematics Frameworks for California Public Schools* for planning and guidance. Our math curriculum carefully sequences mathematical progressions and coherence across grade levels. An emphasis is placed on deep understanding of concepts. Lessons include fluency practice, concept development, application, and student debrief which may take the form of an exit ticket. The student debrief acts as a daily formative assessment. Lessons gradually increase in complexity. Concepts are introduced conceptually, and students are given frequent opportunities to utilize manipulatives. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving. Supplemental programs may be used to build foundational skills.

BAYFRONT’S CURRICULUM

Our mission statement at Bayfront states:

“Bayfront Charter High School illuminates multiple pathways toward each student’s college, career and life aspirations through our culture of high expectations, caring and support and meaningful opportunities for participation.”

Nowhere are these three “protective factors” more in evidence than in the school program that we provide for our students. We are keenly aware that—like all teenagers—our students arrive with a wide range of interests, talents, motivations, distractions, and aspirations. They learn at different rates. They present diverse learning styles. They are influenced by wide ranging and often competing social forces. All students at Bayfront are required to complete a minimum of 24 classes to receive their high school diploma. Those 24 classes must include the “a-g” requirements that have been established by the University of California System.

• A-G Requirements

Virtually all of Bayfront’s “a-g” courses have been submitted and approved through the UC system and posted in their on-line management portal. These classes align and in some cases exceed, requirements maintained by the University of California. In addition, all of our courses are accredited through the Western Association of Schools and Colleges. While not an “a-g” requirement, Bayfront students must also complete two years of Physical Education to fulfill graduation requirements.

Graduation Requirements	For Bayfront	For California
Social Studies: “a”	3 classes	2 classes
Language Arts: “b”	4 classes	4 classes
Math: “c”	3 classes	3 classes
Lab Science: “d”	2 classes	2 classes
Foreign Language: “e”	2 classes	2 classes
Visual Performing Arts: “f”	2 classes	1 classes
College Prep Electives: “g”	6 classes	1 classes
Physical Education/Health	2 classes	0 classes
	24 Classes	15 Classes

• **State Standards**

Bayfront maintains rigorous coursework, built on the foundation of Common Core State Standards, the Next Generation Science standards, and other applicable state content standards.

• **Focus on Mathematics**

While students work to fulfill requirements across all of our academic curricula, Bayfront maintains a particular focus on mathematics and writing. Recent scores on the math portion of the CAASPP, as well as results from PSAT10 and teacher designed assessments, demand that we create a far more strategic and integrated approach to math instruction. To engender higher levels of achievement, our math department is currently committed to the following:

- ✓ A school-wide commitment to the use of **College Preparatory Mathematics (“CPM”)**, a CCSS-aligned, problem-based curriculum embedding the mathematical practices within lessons focused on big ideas and connections;
- ✓ Developing a strategic approach to year-round, **aligned, formative assessments**;
- ✓ Creating alternative math courses that fit within our 4x4 block schedule to **keep students in mathematics year round**;
- ✓ Sharing mathematic principles and strategies that can be integrated across the curriculum. For example: the **Eight Mathematical Practices** are essential for gaining mastery of grade-level math content and for preparing students to develop their *own* understandings of key mathematical concepts and knowledge. They also apply in unique ways to other content areas:
 - MP.1 Make sense of problems and persevere in solving the
 - MP.2 Reason abstractly and quantitatively
 - MP.3 Construct viable arguments and critique the reasoning of others
 - MP.4 Model with mathematics
 - MP.5 Use appropriate tools strategically
 - MP.6 Attend to precision
 - MP.7 Look for and make use of structure
 - MP.8 Look for and express regularity in repeated reasoning

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- **Focus on Writing**

Bayfront students, as a whole, have demonstrated a relative strength in writing. Staff have recognized the importance of strong writing skills as it relates to the SAT, civil literacy, and general achievement across all subject areas—including math. Bayfront is partnering with UCSD’s San Diego Writing Project to train all staff in methodologies for effective writing instruction; writing across the curriculum, and developing strong writing portfolios in and outside of language arts.

- **4x4 Block Schedule**

While 24 courses are required for graduation, in reality, most students at Bayfront will complete 32 courses. This is due to the structure of our **4 x 4 Block Schedule** which has been implemented since Bayfront’s inception.

In the 4x4 Block Schedule, students enroll in 4 classes during the first term (July-December) and 4 different classes during the second term (January-June). Students attend each class for 90 minutes a day—Monday through Thursday—and 75 minutes on Fridays. Since students take 8 classes a year, they will have completed 32 at the end of year 4. Once students have completed the minimum 24 courses they are encouraged to enroll in additional electives, internships, AP or honors classes, college courses, on- line courses, or retake a class to improve a grade.

- **Preparing for College and Career**

As described above, all students at Bayfront are assigned courses that conform to the A-G requirements and that are approved through the University of California. Students are also encouraged to take additional college prep courses that appeal to their interests, talents or goals. Those include **Honors** classes, **Advanced Placement** (AP), and **College Bound** options which offer simultaneous high school and college credit.

- **Career Technical Education**

Bayfront’s **CTE program** includes college and career “pathways” that have been integrated with our regular courses and approved through the UC system. Examples include: “Memories of War”, “Forensic Biology/Science”, and “Social Justice: The Bullets of Truth” all of which address the Public Services Sector/Public Safety Pathway. All CTE courses will be listed on the UC website of a-g approved courses.

- **Parent Notification**

Bayfront Charter High School will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements via multiple media, including: The counseling page of our school website, parent meetings, monthly newsletters, and other counseling materials routinely shared with parents. (Education Code Section 47605(b) (5) (A) (ii).)

A7: Instructional Design

Overview: Instructional Philosophy

Mueller, MCLA and Bayfront are each committed to achieving the mission of our Charter School. In addition, the goals of our Local Control Accountability Plan reference student outcomes. Our instructional approaches align accordingly:

Mueller Instructional Practices

Teachers implement innovative instructional practices with an emphasis on differentiated instruction to meet the needs of all learners. In some cases this is 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 small 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), 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 (“GRR”) framework is used as an optimal model for providing effective instruction through transitioning responsibility from the teacher to the student.

Bayfront Instructional Practices

Our staff has committed to implementing effective instructional strategies that transcend both grade levels and content areas. Some of these strategies, as described below, are in evidence school-wide.

- ✓ Teachers intentionally design every lesson to maximize student engagement and Gradual Release of Responsibility;
- ✓ Teachers post learning targets every day and contextualize them throughout the lesson;
- ✓ Students write every day across all curricular areas; all teachers integrate language arts writing *claims*;

- ✓ Lessons are designed to address 21st Century Skills;
- ✓ Student work samples consistently reflect the multiple intelligences;
- ✓ Teachers display student work products and refresh them regularly;
- ✓ Evidence of the International Standards for Technology Education (“ISTE”) are evident in every classroom;
- ✓ Teachers consistently use Illuminate and other sources of data to analyze depth of student learning and make appropriate adjustments;
- ✓ Every Bayfront teacher posts our school mission and School-Wide Learner Outcomes (SHARKS) and regularly reviews them.

A8: Plan for All Learners

The Charter School seeks a high threshold of academic success for every learner, regardless of their present achievement levels or circumstances. A large percentage of our students are English Learners, have special needs, and/or come from low income families, and it is those children to whom the charter is organized to serve. Among our critical subgroups that demand specialized pedagogical approaches include:

- A8.1: English Learners
- A8.2: Students with Special
- Needs A8.3: Low Achieving
- Students A8.4: High Achieving
- Students
- A8.5: Socioeconomically Disadvantaged Students

A8.1: English Learners at MCS

We are committed to serving our English Learners (“ELs”) who have the additional challenge of becoming proficient in academic English while learning academic content for their grade level. Learning the forms and functions of the English language is a natural prerequisite for becoming proficient in reading and writing in English. Students who are English Learners have valuable experiences to share and a variety of beliefs, values, and attitudes to expound, bringing the rest of the world into schools and classrooms for all students to understand. Teachers at the Charter School School capitalize on student background knowledge, bringing valuable learning opportunities to the classroom environment.

A8.1(a): Identification of English Learners

The Charter School will meet all applicable legal requirements for English Learners including long-term English Learners or English Learners (“ETELs”) at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment for California

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (ELPAC). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards. The ELPAC consists of two separate assessments:

Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the *Every Student Succeeds Act* for annual English proficiency testing.

A8.1(b): Reclassification Procedures

Mueller and Bayfront will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- ✓ Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- ✓ Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

- ✓ Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- ✓ Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

A8.1(c): Strategies for English Learner Instruction and Intervention

The Charter School provides a content-based English Learner program using a wide variety of instructional strategies. Classroom teachers hold CLAD/BCLAD certifications, providing the expertise for delivering thematic based instruction through a differentiated and culturally responsive curriculum. Teachers cultivate English Language acquisition through the use of visuals, realia, manipulatives, graphic organizers, and collaborative conversations. Additional days of school are provided to English Learners during an Intersession each fall and an Intersession each spring where intensive, small group interventions take place. Target groups also provide an additional 30 minutes of small group instruction four days a week from their classroom teachers after the traditional school day has ended.

Performance and achievement progress of English Learners is monitored throughout the school year and reviewed annually in order to make adjustments in resources and instruction. Formative and summative assessments are used throughout the school year and the ELPAC and CAASPP assessments are used annually to monitor progress on pupil outcomes for LCAP goals.

- ✓ The Charter School is committed to continuing research and development of alternative strategies and systems to address the needs of children learning English as a second language;
- ✓ English Learners are expected to make gains of at least one language proficiency level per year as measured by the ELPAC assessment;

- ✓ Portfolios may 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 addition to all of the required district identification, placement, assessment, and re-designation criteria;
- ✓ The Charter School will continue to recruit bilingual teachers as necessary;
- ✓ Students will be heterogeneously placed in classrooms across each grade level and content area;
- ✓ The Charter School may offer Spanish classes for native Spanish speakers and also Spanish as a second language as an elective course;
- ✓ The Charter School may offer alternative foreign language electives when we have qualified staff to do so;
- ✓ Teachers will provide some SDAIE techniques (Specially Designed Academic Instruction in English), in conjunction with other strategies, to support all English learners;
- ✓ All Charter School students will participate in a daily, school-wide English Language Development Program which is embedded in ELD and Common Core State Standards.

English Learners at Bayfront

All students at Bayfront Charter High School, regardless of ELPAC level are placed in academic classes that conform with the “a-g requirements.” All staff—across the curriculum—utilize research-based instructional strategies that are known to be effective for EL’s.

Bayfront Charter High School staff are encouraged to concentrate on vocabulary, not just content; provide scaffolding for reading and writing; use visual activities and tools; create activity modifications; and build students’ confidence through paired or small- group activities. Additional language support and assistance for comprehension can also be provided by other bilingual students in the classroom. This is especially appropriate in classes where the teacher is not bilingual.

Bayfront’s ELD Support Group meets daily. Students utilize their laptops to access websites that target their specific language needs. Additionally, all ELCAP *Level 1* and *Level 2* students meet daily for vocabulary development, reading comprehension skills and activities that bolster reading fluency.

English Language Development

The instructional program for English Learners at the Charter School includes a variety of strategies making the core content accessible to students. Our ELD program implements both the California ELD Standards and the ELA/ELD Framework, which calls for increased rigor of thought and complexity of text. Our ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

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

Our ELD goals are accomplished through thematic instruction, which aligns with California content standards. Teachers are trained and certified as Tier 1 Guided Language Acquisition Design (GLAD) instructors enabling them to provide an integrated approach to ELD with enhanced design and delivery of standards-based instruction. In addition to integrated ELD, students receive designated ELD instruction determined by their English proficiency level. We partner with the San Diego County Office of Education to have five onsite trainers for ongoing staff development in using an ELD approach to teaching writing.

Instructional strategies included in the ELD approach to writing include:

- ✓ Graphic organizers
- ✓ Writing

frames ✓

Sentence

frames ✓

Visuals

✓ Note taking

✓ Interactive communication

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Additional instructional modifications in instruction for English Learners include:

- ✓ Use of technology through 1:1 Laptop program for individualized instruction
- ✓ Building background knowledge, increasing focus and motivation
- ✓ Making cognitively complex concepts understandable
- ✓ Guided Oral Practice, practice of key vocabulary and language objectives
- ✓ Reading/Writing: modeled, shared, collaborative, guided and independent
- ✓ Explicit teaching of key content vocabulary
- ✓ Frontloading language needed to engage in the upcoming content lesson

We are committed to facilitating the English development and mastery of language for our English Learners through instructional design. Collaboration with teachers and support staff, along with communication with parents are an integral part of identifying and supporting students who are learning English. It is critical that our English Learners have opportunities to engage with complex texts while learning both language and content area information. Instruction is differentiated significantly to support individual students' needs through a language arts curriculum that provides both designated and integrated ELD instruction. We utilize web-based technology for students to use inside and outside of the classroom, providing additional support and extending instruction beyond the traditional school day. Ongoing, professional learning is provided to assist teachers in developing ELD and literacy strategies to support their EL student needs. Through the instructional strategies and supports provided in the Charter School's English Learner program, our students will demonstrate their knowledge and understanding of content area information through oral presentations, writing, collaborative conversations, projects, and multimedia productions.

A8.1(d): Monitoring and Evaluating Program Effectiveness

Mueller and Bayfront will evaluate the effectiveness of the education program for ELs by:

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

A8.2: Students with Special

Needs A8.2(a): Overview

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

Our Charter School intends to continue to be categorized as a public school of the District in accordance with Education Code Section 47641(b). The language that follows describes the special education program at the Charter School and Bayfront as a public school of the District..

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

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Instructional services for students with special needs at **Mueller** may include:

- ✓ Support staff members actively participate in Resiliency by helping to identify students who have risk factors due to academic and/or behavior concerns;
- ✓ On-site school psychologist to help support students with 504 plans, along with initial and triennial evaluations;
- ✓ Differentiated instruction for students with exceptionalities as needed;
- ✓ Collaboration between Resource Specialist and general education teachers, helping to identify students who may be in need of intervention and/or evaluation for special education services;
- ✓ Student support services including speech language pathology and occupational therapy as required;

- ✓ Small group supplemental instruction for students not progressing;
- ✓ Instructional assistants support students' needs inside and outside the general education classroom;
- ✓ A fully-inclusive model whereby students receive push-in support from the special education teacher in the general education classroom.

Instructional services for students with special needs at **Bayfront** may include:

- ✓ Specialized Academic Instruction (SAI) minutes provided in order to address IEP goals and objectives;
- ✓ Small group tutoring for students with IEPs or 504s;
- ✓ Study skills elective (grades 9/10) for students in need of additional academic assistance with core subjects;
- ✓ Study Skills Elective (grades 11/12) focused more on individual transition;
- ✓ Monthly "lunch bunch" group sessions to support students with social anxiety or ASD. Students eat lunch together and work on conversational skills and learning the "hidden curriculum" of how to interact with each other;
- ✓ Students are invited and encouraged to participate in all IEP meetings (required from age 16 and older);
- ✓ Prepare for Individualized Transition Plan (ITP) needs and extra academic support. Transition planning includes local community college, university, and trade school tours, preparation for the California driver's permit exam, college application completion, college essay support, resume building, and financial literacy.

A8.2(b): Section 504 of the Rehabilitation Act

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

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

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

A8.2(c): Services for Students under the “IDEA” as a Public School of the District Pursuant to Education Code Section 47641(b)

The language that follows is to reasonably comprehensively describe the Charter School's compliance with the IDEA and not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b).

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Subject to its statutory rights and this Petition, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies to the extent compliant with applicable law.

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The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

The Charter School anticipates that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the coordination of responsibilities for provision of special education services and the manner in which special education funding and/or services will flow to the students of the Charter School.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to all Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education. The District and Charter School shall specify staffing and funding for the same in the MOU.

Notification and Coordination

The Charter School will adopt and implement District policies relating to notification of the District for all special education issues, including referrals, evaluations, IEP development, and discipline of students eligible under the IDEA.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services for purposes of offering evaluation. The Charter School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs for evaluation under the IDEA. A pupil shall be referred for special education by the Charter School only after the resources of the regular education program have been considered, and where appropriate, utilized.

The District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless instructed by the District.

IEP Meetings

The Charter School is responsible to notify the District when an IEP team meeting is requested or necessary for a Charter School Student, and the District and Charter School will work collaboratively to schedule meeting within required timeline. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

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

IEP Implementation

The Charter School will implement each IEP developed for a student enrolled in the Charter School and notify the District if implementation is not possible or advisable, in which case the District and Charter School shall work together to resolve the issue. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students.

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The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement. The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall advise parents/guardians with concerns regarding special education services, related services and rights that they may contact the District for assistance.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that legal counsel of the District's choosing will defend the District.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

- *Retention of Special Education Funds by the District*

The District shall retain all state and federal special education funding allocated for all Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

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- *Contribution to Encroachment*

The Charter School shall contribute an equitable share of its funding to Districtwide special education costs in excess of special education funding it receives. At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's share of the District-wide special education costs in excess of funding generated for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

A8.3: Low Achieving Students

Identifying Low Achieving Students at Mueller/MCLA

The process for identifying low achieving students at the MCS/MCLA school site begins with teachers gathering information to learn about their students. To help develop the home-school connection, all teachers at Mueller Charter conduct home visits for each of their students. This initial time with families achieves two objectives:

1) it is an opportunity to connect with students and their families, and 2) teachers gain a deeper understanding of the home and influences in each student’s life.

Teachers gather academic information for their “at risk” students. They review assessment data from the previous year that may consist of SBAC, ELPAC, MAP scores, writing samples, performance tasks, and classroom based assessments. They also conduct initial assessments to gain an understanding of where the students’ academic areas of strength and need are. Teachers also conduct reviews of students’ cumulative record to learn about the academic history of each child. Lastly, they consult and collaborate with colleagues and former teachers to gain a more complete understanding of the student and their academic progress, behavior and social-emotional progress.

Parent Notification and Involvement

Teachers initially notify parents of achievement concerns in September, following the first round of Resiliency Monitoring. Individual Intervention Plans detailing instructional interventions are shared with parents at this time. Teachers discuss interventions that parents can use to assist in supporting their child outside of the classroom. During the first trimester reporting period conference, teachers and parents review the Individual Intervention Plan, discussing progress and any necessary adjustments to the existing interventions. Progress monitoring with parents continues at each trimester when teachers meet with families for conferences. Additional support staff joins teachers and families for conferences throughout the school year when students are not making expected growth. During these meetings they discuss additional supports and adjustments to instructional interventions.

Instructional Support at Mueller/MCLA

Students identified as low achieving are afforded multiple support structures:

- ✓ Individual Intervention Plans, based in part on student performance data, are developed collaboratively by teachers and support staff during the resiliency monitoring process;
- ✓ Embedded support within classroom settings are provided using a variety of differentiation principles;

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- ✓ Intersession (extending the school year by additional days) provided by their classroom teacher with reduced class size for students not yet mastering grade level content or students that need additional academic support;
- ✓ Target groups provide an additional 30 minutes of instruction beyond the standard school day in a small group. Academic interventions are based on identified areas of need in a targeted area of content;
- ✓ Classroom teachers provide small group interventions during the school day offering a systematic approach to decoding that supports students in developing reading comprehension and fluency. Initial and ongoing assessment ensures students begin with the appropriate instruction and that they move through material successfully and quickly;
- ✓ Intervention teachers provide additional reading support for students requiring additional instruction in decoding, reading comprehension and/or fluency;
- ✓ Flexible grouping within classrooms is used to provide both scaffolded and supplemental instruction based upon ongoing and changing needs;
- ✓ The Academic Intervention Team (AIT), which is comprised of staff other than their classroom teacher (e.g., Coordinator of Instruction, Counselors, Intervention Teachers, or Administrators) provides specialized tutoring for small groups (no more than 3 students);
- ✓ Classroom teacher collaborate during on-going cycles of data analysis using formative assessments and adjustments in instruction;
- ✓ Technology provides extended learning across subject areas allowing students to have access to individualized instruction that supports individual learning rates.

On-going Evaluation

Student progress at the Mueller school site will be monitored through multiple strategies including the following:

- ✓ Teachers revisit and analyze academic information throughout the school year. They review current assessment data and compare it to previous performance during the school year that may consist of MAP scores, writing samples, performance tasks, student work samples, and classroom based assessments;
- ✓ Teachers meet with a support staff member, mid-year, to review Individual Intervention Plans and determine intervention effectiveness and necessary adjustments;

- ✓ January Resiliency Monitoring: teachers and support staff review Individual Intervention Plans and student progress. They collaboratively determine if additional support is needed and develop a plan for that support;
- ✓ Teachers meet with parents/families each trimester or as needed throughout the school year to monitor progress and re-evaluate students' need for support.

Identification of Low Achieving Students at Bayfront

Charter School staff at the Bayfront site-- including our Executive Director, Dean of Students, Dean of Student Achievement, classroom teachers, special education staff, counselors, psychologist, and social worker-- all collaborate to monitor and accelerate our **low achieving students**. We focus primarily on academic achievement in each of our students' four assigned classes, recognizing that students must pass each class with a grade of C- or better to get credit for their a-g courses and remain on track to graduate.

Consequently, any student with a D or an F at the time of a 5-week progress report is considered "low achieving" and is provided an intervention plan.

In addition to current course grades as an indicator of low achievement, we utilize a modified version of Mueller's Resiliency Monitoring Process, whereby each student's cumulative record is reviewed, and a profile of ecological factors is developed that includes variables like school history, health history, family stressors, and other known variables that may address the root cause for why a student might be struggling.

Finally, we review all available performance data including CAASPP, SAT10, teacher-generated assessments, writing samples, daily classroom work, grades, teacher observation, and any prior intervention plans.

Parent Notification and Involvement

Progress reports are issued every 5 weeks for students at the Bayfront school site, which are essential in identifying struggling students and in engaging parents early on. Parents are invited to a **student-led conference** and together with counseling and support staff, an intervention plan—designed to raise academic grades—is developed. These plans integrate additional summative and formative assessment data. They also describe students' strengths and any stressors that are making school achievement difficult.

Parents, however, do not have to wait for a 5-week Progress Report to monitor how their high school student is performing in school. Bayfront teachers conduct Home Visits, hold Open House, and remain visible and available to meet. Parents are urged to monitor their student on Jupiter Grades and the vast majority do. School Newsletters and our website provide information on how our parents can remain connected and informed.

Instructional Support at Bayfront

Bayfront has systemic safeguards to identify struggling students and intervene early:

- ✓ Early identification and monitoring with 5-week progress reports;
- ✓ Mandatory parent meetings for students with D's or F's;
- ✓ Student-led conferences to include student, parents and teacher;
- ✓ Home visits;
- ✓ Individual Intervention Plans to be developed during resiliency process;
- ✓ Mandatory tutoring support after school;
- ✓ 14 additional days of instruction, mandatory, throughout the school year;
- ✓ Dean of Student Achievement to monitor student academic progress and work with students and teachers, especially on student goals, outcomes, data analysis, formative assessments and adjustments in instruction;
- ✓ 1:1 Laptop Program allows access to a device throughout the year-- providing extended learning across subject areas.

On-going Evaluation

Student progress and the effectiveness of any intervention strategies will be monitored throughout the duration of the semester. The objective of any intervention plan is to provide the support structure whereby a student can successfully complete all required assignments and demonstrate mastery of course content by whatever means a teacher requires. In addition, teachers will closely monitor students with D's and F's:

- ✓ Teachers revisit and analyze academic information throughout the duration of each course; this may include assessment data, writing samples, performance tasks, student work samples, and classroom based assessments;
- ✓ Teachers meet with a support staff to review Intervention Plans and determine intervention effectiveness and necessary adjustments;
- ✓ Teachers meet with parents/families as needed throughout the semester to monitor progress and re-evaluate students' need for additional support.

A8.4: High Achieving

Students Overview

While the Charter School serves many children who struggle academically for a host of ecological reasons, we also serve high functioning students, as well as students with natural gifts and talents that are at varying levels of development. Our high-achieving students—and, significantly, our students who are *capable* of higher levels of academic achievement—are in every classroom and grade level from TK to 12. High achieving students are identified in a number of ways:

- ✓ Every student is expected to excel within our **rigorous, standards-based curriculum** and to demonstrate the highest levels of academic competency—by any measure;
- ✓ Our classrooms are **differentiated** according to each learner’s interests, abilities, passions, and talents. We subscribe to Howard Gardner’s theory of multiple intelligences-- the belief that children are all gifted in their own way; that intelligence can be broadly defined as the ability to solve a problem or make something that is valued by a culture; and that intelligence is not confined to math and language arts and thus not always revealed in standardized testing. Children may be “smart” as it relates to the verbal and mathematical intelligence, and/or, they may excel in the kinesthetic, spatial, musical, natural, interpersonal, intrapersonal or spiritual intelligence;
- ✓ Our teachers encourage students to explore academic topics and concepts and reflect on learning beyond the classroom, to solve problems that are personally meaningful, and to think critically and creatively—as **21st Century learners**;
- ✓ Finally, the Charter School strives to provide a culture of optimism and possibility, rooted in a **“growth mindset”** as defined by both Carol Dweck and Jeffry Howard. Individuals with a *fixed mindset* believe that their intelligence is simply an inborn trait—they have a certain amount, and that's it. In contrast, individuals with a *growth mindset* believe that they can develop their intelligence over time, through effort and hard work. The growth mindset is reflected in our high expectations, caring and support, and opportunities to explore and excel in the multiple intelligences. We celebrate our students’ talents and intelligences during monthly assemblies held throughout the year. We consciously nurture student efficacy as is evident when every assembly ends at Mueller with the call and response: *“Work Hard!- Get Smart!”*

Instructional Strategies for High Achieving Students at Mueller Charter School Mueller Charter emphasizes strategies that address depth and complexity to help students go beyond surface level understanding of concepts and enhance their ability to think critically. For example, we feature:

- ✓ Flexible grouping
- ✓ Small group instruction
- ✓ Multiage classroom placements
- ✓ 1:1 Laptop program and state of the art technology
- ✓ Web-based technology inside and outside of the classroom, providing additional support as an extension of classroom instruction.
- ✓ “The Leader in Me”
- ✓ Opportunities for teachers to acquire GATE Certification through UCSD

Instructional Strategies for High Achieving Students at MCLA (Grades 7-8)

MCLA provides a rigorous curriculum that promotes a college-going culture where students can begin to envision their futures. They begin to understand and develop the skills necessary to be successful learners. Student voice is developed and fostered in the classroom across content areas. Our staff has received GATE certification and professional development in strategies to challenge our high performing students. Within MCLA, there is a variety of instructional strategies that promote growth for all students including high achieving students. They continue to be challenged through differentiation and flexible grouping.

Students are provided opportunities for project-based learning, public speaking, writing across content areas, and technology integration. Students are challenged through the use of Socratic seminars to promote classroom dialogue. They develop their skills in research-based writing and learn to draw from multiple sources. They engage with complex text and are given choices to tap into their interests and strengths.

Additionally, all students including our high achieving students are challenged through opportunities for leadership in the MCLA community and beyond. Technology provides extended learning across all subject areas and allows students to access individualized instruction at their level. The MCLA staff collaborates consistently to discuss student growth and conduct data analysis and making adjustments in instruction and student learning supports so that all students are reaching their fullest potential.

Instructional Strategies for High Achieving Students Bayfront

Bayfront challenges high achieving students to go beyond minimal competencies and expectations in multiple ways:

- ✓ Opportunities to take Advanced Placement (AP) and Honors Courses;
- ✓ Simultaneous enrollment in college-level classes offered by Southwestern College on-site at Bayfront;
- ✓ On-line access to advanced courses offered by UC Scout;
- ✓ Opportunities to request the courses they want to study and then design their own schedule;
- ✓ A 1:1 Laptop program which provides every student with state-of-the-art technology;
- ✓ Students leadership opportunities (student governance, hiring panels,

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student forums, etc.);

- ▼ A wide range of extracurricular opportunities in theater, athletics, robotics, clubs, competitions and service projects;
- ▼ An intentional, “College-going culture” (including guidance counseling, test preparation, college visits, goal setting, and career research).

A8.5: Socioeconomically Disadvantaged Students

Overview

85% of the students at Mueller and 70% of the students at Bayfront fall into the category of “socioeconomically disadvantaged.” As it relates to achievement and school performance, this is not a homogenous group, nor necessarily a predictor of school performance. Students who are low-socioeconomic status (“SES”) are included in all of the categories described previously in this section: some are English Learners, some are students with Special Needs, some are Low Achieving Students and some are High Achieving.

The mission for Mueller and Bayfront, as defined repeatedly in this Charter Petition, is to overcome the adverse effects of poverty on learning—as will be demonstrated by 90% of our students performing at grade level proficiency. This requires the alignment of resources, school culture, and support systems.

Resources for Serving Economically Disadvantaged Students

The Charter School receives approximately \$515,000 in Title I funding which is applied to counseling and pupil support positions as well as IT Tech support, and general technology expenditures. These efforts are specifically allocated to improve instruction and bridge the technology divide for low income families.

We also receive \$60,000 in Title II funds for professional development. For the 2018- 19 school year, one of our priorities is training staff on the use of Illuminate—an aggregator of holistic student data. This platform allows every teacher to analyze multiple sources student data, identify trends, and create strategies to improve instruction.

Both school sites invest in extended school days for targeted instruction and tutoring, and both sites provide 14 additional days of instruction—beyond that of Chula Vista Elementary School District and state averages. Time is critical, so both schools maintain strict attendance policies that require students to make up for lost instructional time due to absences.

Finally, both Mueller and Bayfront are committed to providing a strong student support structure that includes our own counseling staff, an on-site school nurse, a site psychologist, and an administration team focused on academic achievement.

School Culture

Our continued focus on *protective* factors—as opposed to *risk* factors—motivate our school climate of caring and support, high expectations, and opportunities for participation.

Resiliency Monitoring System

We emphasize a strengths-based approach to supporting all students in being successful both inside and outside of the classroom. All students are expected to be at grade level regardless of risk factors which may be present in a child’s life. We recognize that there are factors outside of our student’s control that may be impacting their lives and ultimately, their learning. We believe that if we can neutralize the risk factors we can significantly impact academic growth and achievement and foster resilience in our youth.

Through the Resiliency Monitoring System, we can identify students according to the categories listed above, develop an individualized action plan as appropriate, prioritize our resources, and differentiate services to insure high levels of performance regardless of—and in spite of—socioeconomic factors. Finally, all critical subgroups of students are monitored throughout the year, especially those who fit in one or more such groups. That monitoring includes the formal Resiliency process, but also collaboration between classroom teachers, grade level and curriculum teams, support staff, and parents (via Open House, student-led conferences, Jupiter Grades, Progress reports, home visits, school events, etc.)

Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals and actions, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in Appendix B. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

B. ELEMENT TWO: *Measurable Student 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 students of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

- B1 Overview
- B2 Local Control Accountability Plan (LCAP)
- B3 LCAP Goal 1: Pupil Outcomes
- B4 LCAP Goal 2: Caring and Support
- B5 LCAP Goal 3: Conditions of Learning
- B6 LCAP Goal 4: Engagement

B1: Overview

Goals, Actions and Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current Charter School’s LCAP is on file with the District. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

Objectives for 2018-19

The Charter School is committed to an on-going process of monitoring and aligning programs, services and resources based on our annual measurable objectives that are specified in our LCAP and this Charter Petition. In each subsequent year, Mueller- Bayfront are 1) responsible for adjusting programs and resources when outcome expectations are not met; and, 2) producing new annual measurable outcomes when performance data identifies new unmet needs. Thus, the following goals and measurable objectives will guide our efforts through the 2018-19.

B2: Local Control Accountability Plan: LCAP Goals

LCAP GOAL 1: By June 2019, 90% of Mueller and Bayfront students—including targeted groups— will demonstrate progress toward **mastery of all grade level standards** by any academic measure.

LCAP GOAL 2: By 2019, all Mueller and Bayfront students will have access to a comprehensive, **K-12 system of services** that promote socio-emotional, psychological, and physical health and well-being.

LCAP GOAL 3: By 2019, Mueller and Bayfront will collectively develop an integrated, **K-12 learning continuum** that targets technology, the visual and performing arts, and the 21st Century skills; and that fosters a “college and career-going” culture.

LCAP GOAL 4: By 2019, all Mueller and Bayfront stakeholders will increasingly advocate for the mission of the charter and collaborate to shape school climate and culture to achieve it.

B3(a): LCAP GOAL 1- Pupil Outcomes at Mueller (K-8)

By June 2019, 90% of Mueller and Bayfront students — including targeted groups— will demonstrate progress toward mastery of all grade level standards by any academic measure.

State Priorities: 4, 8

Resiliency: High Expectations

How Outcomes for LCAP Goal 1 will be measured at MCS:

All Students including Economically Disadvantaged Students

- 90% of students demonstrate evidence of growth and achievement in writing across curriculum areas through student portfolios;
- 90% of students work toward mastery on biweekly assessments created in the Illuminate data management system for ELA and Math on alternating weeks;
- 90% of students show growth in demonstrating progress toward proficiency on ELA and Math on NWEA MAP testing;
- 90% of students show growth in demonstrating progress toward proficiency on CAASPP ELA and Math state standardized testing.

English Learners:

- 90% of students demonstrate growth in making annual progress toward English language proficiency each year as measured on the ELPAC;
- Increase the number of students who demonstrate progress toward reclassification to English proficiency each year;
- 90% of students using Imagine Learning will exhibit growth on predictive and evaluative checkpoints evaluated by the Imagine Learning Benchmark Test given three times a year.

Special Needs Students:

- 90% of students with IEP's will make gains toward their annual IEP goals in ELA and Math;
- Sped teachers monitor IEP progress each trimester using a formal progress report.

Low Achieving:

- Students in SIPPS intervention groups will exit each level based on the mastery test within the recommended amount of time determined by the SIPPS Program;
- Students will demonstrate growth in reading achievement measured by an increase in their Lexile level as measured by NWEA MAP assessment and/or Achieve 3000;
- 90% of students taking the Qualitative Reading Inventory will demonstrate progress toward reading at grade level proficiency in fluency, accuracy, and comprehension.

High Achieving:

- Eureka End-of-Module assessments will assess for DOK level application in Math;
- Tiered activities focusing on essential understanding, which provide varying degrees of difficulty, allow high achieving students to be appropriately challenged and demonstrate growth in their achievement.

B3(b): LCAP GOAL 1- Pupil Outcomes at Bayfront (9-12)

By June 2019, 90% of Mueller and Bayfront students — including targeted groups— will demonstrate progress toward mastery of all grade level standards by any academic measure.

State Priorities: 4, 8

Resiliency: High Expectations

CHARTER PETITION –ELEMENT TWO

How Outcomes for LCAP Goal 1 will be measured at Bayfront:

All Students:

- 90% of BCHS students will demonstrate growth toward grade level proficiency on the Language Arts, Math, and Science sections of the CAASPP;
- BCHS students will score in top 10% of SUHSD schools in language arts; top 50% in math;
- 90% of BCHS students will increase their grade point average toward 3.5 or higher;
- 95% of students continuously enrolled at BCHS for three or more years will graduate from high school on time, with their class;
- 90% of students enrolled at BCHS will successfully complete coursework that is compliant with A-G requirements.

English Learners:

- English Learners will demonstrate progress on the ELPAC each year that meets or exceeds WL's in San Diego County and the state;
- English Learner reclassification rates will meet or exceed the SUHSD rate;
- 90% of English learners will exceed state and county averages in all CAASPP measures.

Special Needs Students:

- 90% of BCHS students with IEP's will make gains toward achieving their goals in Language Arts and Math;
- 90% of all students with disabilities will make progress toward preparing to meet transition goals (education, career, and independent living) as outlined in Individual Transition Plans.

Students from Low Socioeconomic Background:

- BCHS students from low socioeconomic backgrounds will perform above counterparts in Sweetwater UHSD, San Diego County, and California in both Language Arts and Math.

Low Achieving Students:

- 90% of BCHS students with a D or F on any Progress Report (5 or 15-week) will raise their final grade to C or higher by the end of the term;
- 100% of BCHS students who are failing a class at 5 or 15-week mark will be provided an Intervention Plan to include tutoring, student-led conferences, and improvement strategies.

High Achieving Students:

- 90% of BCHS students who take an Advanced Placement (AP) class will pass the exam with a score of 3 or higher;
- 90% of BCHS students will successfully complete the Scholastic Aptitude Test;
- 90% of BCHS students enrolled in a College Bound class with Southwestern College will pass the class with a grade of C or higher;
- 90% of seniors on pace to graduate will pass at least one AP or college level class.

B5(a): LCAP GOAL 2- Caring and Support at Mueller (K-8)

By 2019, all Mueller and Bayfront students will have access to a comprehensive, K-12 system of services that promote socio-emotional, psychological, and physical health and well-being.

State Priorities: 5, 6

Resiliency: Caring & Support

How Outcomes for LCAP Goal 2 will be measured at MCS:

All Students:

- 100% of our staff have been trained in Restorative Practices and implement community circles in the classroom;
- 100% of students at Mueller have access to a K-12 comprehensive school-counseling program;
- 100% of students will have access to a social emotional model and curriculum;
- 100% of students have access to a physical education program;
- 90% of students surveyed will report feeling connected to their school;
- 95% of students surveyed will report feeling happy at school;
- Mueller Charter School will maintain a suspension and expulsion rate that is below the District, county and state averages;
- Students, parents, and staff will be surveyed, providing indication that school facilities are maintained and in good repair;
- Maintain a minimum of 95% attendance.

B5(b): LCAP GOAL 2- Caring and Support at Bayfront (9-12)

By 2019, all Mueller and Bayfront students will have access to a comprehensive, K-12 system of services that promote socio-emotional, psychological, and physical health and well-being.

State Priorities: 5, 6

Resiliency: Caring & Support

How Outcomes for LCAP Goal 2 will be measured at Bayfront:

Access to Student Services

- 100% of BCHS will have access to school counselor, psychologist, social worker, dean of students, dean of student achievement, principal/director and/or health care worker upon request;
- 100% of BCHS students will have counseling support upon request;
- 100% of BCHS students will meet with a school counselor at least once a year.

Access to Information

- 100% of BCHS students will receive information regarding socio-emotional, psychological, and physical health and well-being;
- 100% of students will be provided information about how to access socio-emotional, psychological, and physical health supports (as measured by school counseling, school social worker, and school psychologist records);
- 100% of students will receive education about how to cope with stress and self-care strategies (as measured by school counseling, school social worker, and school psychologist records);
- 100% of students will be provided access to sex education aligned with CA state requirements (as measured by school counseling, school social worker, and school psychologist records);
- 100% of students will receive education about drug and alcohol abuse (as measured by school counseling, school social worker, and school psychologist records);
- 100% of BCHS students will be provided access to nutrition education;
- 100% of BCHS students will have immediate access to suicide prevention information.

Outreach

- 100% of students who drop out of BCHS will be contacted and offered services and alternatives to complete their high school diploma.

Student well-being

- 100% of BCHS students will have daily access to healthy food options via Bayfront's nutrition and lunch program;
- 90% of BCHS 9th graders will score within the recommended gender and age-group Healthy Fitness Zone on 4 out of 6 activities on the Physical Fitness Test.

B6(a): LCAP GOAL 3- Conditions of Learning at Mueller (K-8)

By 2019, Mueller and Bayfront will collectively develop an integrated, K-12 learning continuum that targets technology, the visual and performing arts, and the 21st Century skills; and that fosters a “college and career-going” culture.

State Priorities: 1, 2, 5, 6, 7

Resiliency: Opportunity for Participation

How Outcomes for LCAP Goal 3 will be measured at MCS:

All Students:

- 100% of students will have access to a **comprehensive educational program** encompassing all curriculum areas including Visual and Performing Arts, PE, Health, and Technology;
- 100% of staff will be encouraged to establish the following **professional goal**: “Increase degree to which instruction is engaging, relevant, motivating, and personalized; and that integrates critical thinking, collaboration, communication, creativity, and the use of technology;”
- Increase the number of technology devices for the purpose of implementing **1:1 computer access** for all students;
- 100% of MCLA students have the opportunity to participate in a College & Career-going Culture through **annual trips to universities**: 7th grade to San Diego Colleges, 8th Grade to Los Angeles Colleges, 9th Grade to Santa Barbara Colleges, 10th Grade Career Fair, 11th Grade Northern California Colleges/Silicon Valley;
- 100% of students have opportunities to participate in coursework integrating academic subjects with International Society for technology in Education (**ISTE**) Standards;
- 100% of students create and contribute to the annual VAPA celebration, “The Evening of the Arts;”
- 100% of students will be enrolled in a broad course of study that includes all subject area described in EC 51210;
- 100% of students will have sufficient access to standards-aligned instructional materials;
- 100% of students will have access to academic content and performance standards as described in the Common Core State Standards;
- 100% of English Learners will have access to English Language Development Standards;
- Maintain a minimum of 95% attendance;
- 90% of students will successfully participate in Parent-Teacher-Student Conferences;
- 90% of students will successfully participate in annual Home Visits;
- 90% of students will achieve Honor Student at least 3 times during the year.

B6(b): LCAP GOAL 3- Conditions of Learning at Bayfront (9-12)

By 2019, Mueller and Bayfront will collectively develop an integrated, K-12 learning continuum that targets technology, the visual and performing arts, and the 21st Century skills; and that fosters a “college and career-going” culture.

State Priorities: 1, 2, 5, 6, 7

Resiliency: Opportunity for Participation

How Outcomes for LCAP Goal 3 will be measured at Bayfront:

Access to State Standards

- 100% of BCHS students will be enrolled in a broad course of study that includes all subject areas described in EC 51220;
- 100% of BCHS students will have access to academic content and performance standards as described in Common Core State Standards, VAPA, and Next Generation Science Standards;
- 100% BCHS students will have access to standards-aligned instructional materials;
- 100% of English language learners will have access to English language development standards.

College and career

- 100% of students enrolled at BCHS will successfully complete coursework pursuant to college preparedness;
- 90% of BCHS students who apply for a 4-year university will be accepted to at least one of them;
- 90% of BCHS 9th graders and 11th graders will attend school-sponsored college visits;
- 90% of BCHS graduates will have taken at least one CTE-related course by 2020.

Access to the Arts

- 100% of BCHS students will be provided opportunities to take courses that are in the creative, visual, and performing arts.

Access to Technology

- 100% of BCHS students will have access to a laptop and reliable internet connection at school;
- 100% of BCHS students will be introduced to—and required to demonstrate mastery of—International Society for Technology Education (ISTE) standards.

School-wide Learner Outcomes

- 90% of graduating seniors will present their digital portfolio to an audience of peers, parents and community members. Senior demonstration projects will provide evidence of each students’ mastery of School-wide Learner Outcomes: SHARKS.

B7(a): LCAP GOAL 4- Engagement at Mueller (K-8)

By 2019, all Mueller and Bayfront stakeholders will increasingly advocate for the mission of the charter and collaborate to shape school climate and culture to achieve it.

State Priorities: 1, 3, 5, 6

Resiliency: Caring and Support

How Outcomes for LCAP Goal 4 will be measured at MCS:

All Students:

- 100% staff participation in ongoing **professional development** as it supports our charter mission;
- Stakeholders will have opportunities to participate in school site based decision making: Community Council, Parent Council, Instructional Leadership Team, Leadership Council, Technology Committee, and PBIS Committee;
- 90% of **parents will participate** in annual home visits and parent-teacher-student conferences;
- 100% of all families all read, discuss, understand, and sign “Agreements” listed in **Parent Compact**;
- A **Parent Volunteer Plan** will be adopted by the Mueller-Bayfront Charter Board promoting parent participation in volunteer activities, which include field trips, projects, presentations, special events at school, etc;
- Develop a plan for **parent training Academy** in critical areas including technology, cyber safety, restorative circles, college readiness, and Adult English Classes;
- Increase growth in the number of stakeholders participating in the California Healthy Kids Survey.

B7(b): LCAP GOAL 4- Engagement at Bayfront (9-12)

By 2019, all Mueller and Bayfront stakeholders will increasingly advocate for the mission of the charter and collaborate to shape school climate and culture to achieve it.

State Priorities: 1, 3, 5, 6

Resiliency: Caring and Support

How Outcomes for LCAP Goal 4 will be measured at Bayfront:

Parents:

- 90% of BCHS parents, when surveyed, will express that they stay abreast of Bayfront activities and information by way of monthly newsletters, the school website, Jupiter Grades, Remind 101, or other methods of communication;
- 90% of BCHS parents will participate in Parent-Teacher Conferences or home visits;
- 90% of surveyed parents will indicate that school facilities are maintained in good repair;
- 90% of surveyed parents will indicate that they feel safe in their school;
- 90% of surveyed parents will indicate that they feel connected to their school and that their opinions matter;
- BCHS will offer monthly, parent-led Community Council meetings to share information and seek input from parents.

Student Attendance

- 95% of BCHS students will be at school and on time for every class, every day;
- Less than 10 BCHS students will appear on the CVESD critical attendance list;
- Less than 10% of BCHS students will record 3 or more tardies in any one class.

School Activities

- 90% of BCHS students will Achieve Honor Student status at least one time during the year;
- 90% of BCHS students will participate in at least one club or team during the school year.

Student Engagement

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

C. ELEMENT THREE: *Measuring Pupil Progress*

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

- C1 Overview
- C2 Methods for Measuring Student Progress
- C3 Measuring Our School-Wide Learner Outcomes at Bayfront
- C4 School Accountability Report Card

C1: Overview

Use of Data

Each year, seven guiding questions will be used to review progress on our LCAP goals and to develop appropriate revisions in our Local Control Accountability Plan and, as necessary, our Charter Petition and School Accountability Report Card. These guiding questions include:

- 1) How have the actions and strategies described in our LCAP goals addressed the needs of **all pupils** and did the provisions of those services result in the desired outcomes?
- 2) How have the actions and strategies described in our LCAP goals addressed the needs of all **critical subgroups of pupils** identified pursuant to Education Code section 52052, including, but not limited to, English Learners, Latino students, low-income pupils, students with special needs, and foster youth; and did the provision of those actions and services result in the desired outcomes?
- 3) How have the actions and strategies described in our LCAP goals address the identified needs and goals of our specific **school sites** (Mueller, MCLA, and Bayfront) and were these actions and services effective in achieving the desired outcomes?

CHARTER PETITION –ELEMENT THREE

- 4) What **information** (e.g., quantitative and qualitative data or metrics) was examined to review progress toward our goals in our annual update?
- 5) What **progress** has been achieved toward each of our four LCAP goals and their measurable outcomes? How effective were our actions and strategies in making progress toward the goals? Where are there significant gaps between what was achieved and what was expected? What subsequent changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and strategies?
- 6) What differences are there between **budgeted expenditures** and estimated actual annual expenditures? What were the reasons for any differences? How did those expenditures align with our LCAP goals, strategies, and actions?
- 7) Which stakeholders were engaged in this analysis, in the preparation of our site summary report, and in delivering that report to multiple audiences?

Both Mueller and Bayfront school sites will initiate their analysis of the data and accompanying progress report in their prospective Leadership Councils and will report to the Mueller-Bayfront Charter School Board each spring. Additionally, Mueller and Bayfront leadership staff will be prepared to report to the CVESD Board upon their request.

Multiple Measures

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.
- ✓ Assessments should calibrate each student's progress toward meeting or exceeding proficiency in **grade level standards** as defined by 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, teachers, staff and community. Individual and group or cohort trends are presented through a variety of media as appropriate: including Board reports, community meetings, parent conferences, student-led conferences, Jupiter Grades (for grade levels 7-12), newsletters, School Accountability Report Cards (SARC), progress reports, and report cards.

CHARTER PETITION –ELEMENT THREE

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

- ✓ Teacher-generated assessments
- ✓ Student work products
- ✓ Formative & Summative assessments
- ✓ State-mandated standardized tests
- ✓ ELD progress assessment
- ✓ Standards-based report cards and progress reports
- ✓ Surveys

In addition, both Mueller and Bayfront utilize **Illuminate** as a database and as a tool for analyzing data. This platform also enables teachers to develop classroom assessments by way of a standards-based item bank—aligned with SBAC.

C2: Methods for Measuring Student Progress

To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

C2(a): GOAL 1: By June 2019, 90% of Mueller and Bayfront students—including targeted groups— will demonstrate progress toward mastery of all **grade level standards by any academic measure.**

Assessment Tools to Monitor Goal 1 at Mueller Charter School:

Assessment Tools	Description	Who	Frequency & When
CAASPP CAST	California Assessment of Student Performance and Progress: Measures growth and proficiency in language arts, math and science	Grades 3-8	Annual (May)

MAP	MAP, developed by Northwest Education Association (NWEA), is administered periodically throughout the school year as the local measure to track progress in language arts and math .	K - 8	August, November May (K-2)
Performance tasks for Math & ELA	ILT selects performance tasks for grade levels to give at specific times during the school year to monitor progress toward end-of-the-year proficiency in math and language arts .	Grades K-8	2 times each year: October and February
Trimester Writing Prompts	The Instructional Leadership Team (ILT) identifies genre based writing prompts for each grade level to assess progress each marking period.	Language Arts Grades K-8	3 times each year: October, February and May
Achieve 3000 LevelSet	The LevelSet is an ongoing, embedded formative assessment producing critical data used to assist in accelerating growth in student literacy skills.	All Students	3 times a year (Initial, Interim, Post)
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	SIPPS offers a systematic approach to decoding that supports students in grades K–8 in developing reading comprehension and fluency. SIPPS is used as an intervention and has three levels student progress through. Initial and ongoing assessment ensures students begin with the appropriate instruction and that they move through the material successfully and quickly.	K - 8	K – 2: Daily 3 – 8: 2-3 times a week
Qualitative Reading Inventory (QRI)	The QRI is an oral reading test given at the end of each trimester and examines word identification, fluency, and comprehension.	K -8	3 times per year October, February, May

CHARTER PETITION –ELEMENT THREE

End-of-Module Eureka Math Assessments	The Eureka Math Program provides assessments for the end of each instructional module as a way for teachers to monitor progress.	Math Grades3-8	Administered at the end of each module. Number of modules vary by grade.
ELPAC English Language Proficiency Assessments for California	Since 2017–18, the ELPAC is the required state test for English language proficiency. It provides valuable data on how students are progressing in their English Language development.	English language learners Grades K-8	Given annually during testing window identified by the state
Language Assessment Scales (LAS)	The LAS assessment is used to identify a students’ native Spanish language proficiency.	English language learners Grades K-8	Given when students enter Mueller for the first time
Woodcock-Johnson	The WJ IV includes Tests of Achievement, Tests of Cognitive Abilities, and Tests of Oral Language.	Students with special needs Grades K-8	Used to provide foundation for identifying basic intellectual and skill level
Teacher Developed Assessments	--Project-based, assignments and culminating activities --Performance-based assessments --Formative assessments through Inspect/Illuminate --Anecdotal records --Student work samples --Student portfolios	All students	Daily

Assessment Tools to Monitor Goal 1 at Bayfront Charter High School:

Assessment Tools	Description	Who	Frequency & When
CAASPP CAST	California Assessment of Student Performance and Progress: Measures growth and proficiency in language arts, math and science	Grade 11	Annual (May)
English Language Arts Interims	Measures student progress in Language Arts class relative to state standards	Language Arts 9-12	2 times a semester (pre/post assessment)
ELA: Writing Performance Task	Measures student progress in writing , relative to state standards	Language Arts 9-12	2 times a semester (pre/post assessment)
Achieve3000	Measures the reading lexiles of students so that teachers can better differentiate reading and writing instruction for all learners.	All Students	3 times a year (Initial, Interim, Post)
Math Interims “Inspect”	Measure student progress in math relative to state standards utilizing Illuminate	Grades 9-11	2 times a semester (pre/post assessment)
Math Performance Task	Measure student progress in math relative to state standards utilizing Illuminate	Grades 9-11	2 times a semester (pre/post assessment)
ELPAC	Measures growth of ELL population and provides areas for support; use of practice tests for instructional implications	Critical Subgroup: ELL’s 9-12	Annuals (April) Initials (new to US - when enrolled)
Woodcock-Johnson	The WJ IV includes Tests of Achievement, Tests of Cognitive Abilities, and Tests of Oral Language.	Students with special needs Grades K-8	Used to provide foundation for identifying basic intellectual and skill level

CHARTER PETITION –ELEMENT THREE

Teacher Developed Assessments	Project-based, assignments and culminating activities; Performance-based assessments; Formative assessments, anecdotal records, student work samples; Student portfolios	All students	Daily
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C2(b): GOAL 2: By 2019, all Mueller and Bayfront students will have access to a comprehensive, K-12 system of services that promote **socio-emotional, psychological, and physical health and well-being.**

Assessment Tools to Monitor Goal 2 at Mueller:

Assessment Tools	Description	Who	Frequency & When
Student Goal Setting	Students set individual academic and attendance goals, tracking them throughout the school year.	All students	On-going
Attendance	Attendance is monitored through different reports, providing data to enable school personnel to assist families with attendance challenges.	All students	On-going
Behavior Referrals	Written referrals provide data and information regarding behavior trends	All students	On-going
Presidential Fitness Test	FITNESSGRAM describes fitness levels of students in 6 areas, including: core strength, upper body strength, overall fitness and endurance.	5 th and 7 th Grades	Annually
California Healthy Kids Survey	Assess key indicators linked to success in students school, career, and life.	5 th grade	Annually
Resiliency Monitoring Profile	Provides multidimensional profile of student, addressing academic, health, attendance, risk factors, and assets.	Grades K - 8	3 times per year September, January, and March

CHARTER PETITION –ELEMENT THREE

Assessment Tools to Monitor Goal 2 at Bayfront:

Assessment Tools	Description	Who	Frequency & When
Student Goal Setting	Students set individual academic and attendance goals, self-monitoring them throughout the school year.	All students	On-going
Attendance	Attendance is monitored through different reports, providing data to enable school personnel to assist families with attendance challenges.	All students	On-going
Behavior Referrals	Written referrals provide data and information regarding student behavioral trends.	All students	On-going
Presidential Fitness Test	FITNESSGRAM describes fitness levels of students in 6 areas, including: core strength, upper body strength, overall fitness and endurance.	Grade 9	Annually
California Healthy Kids Survey	Assess key indicators linked to students' well-being, motivation, attendance; success in students' school, career, and life.	Grades 9 & 11	Annually
Resiliency Monitoring Profile	Provides multidimensional profile of student, addressing academic, health, attendance, risk factors, and assets; students' physical and mental well-being; emotional learning.	Students with Ds & Fs	Weekly

C2(c): GOAL 3: By 2019, Mueller and Bayfront will collectively develop an integrated, K-12 learning continuum that targets **technology**, the **visual and performing arts**, and the **21st Century skills**; and that fosters a “**college and career-going**” culture.

Assessment Tools to Monitor Goal 3 at Mueller:

Assessment Tools	Description	Who	Frequency & When
Digital Portfolio	Long-term project structured around the ISTE Standards	Grades K - 8	On-going
Students performance or product	Student performance, product, or project that demonstrates the successful completion of a task relative to technology, VAPA, 21 st Century Skills, or going to college	Grades K - 8	On-going

Assessment Tools to Monitor Goal 3 at Bayfront:

Assessment Tools	Description	Who	Frequency & When
Preliminary Scholastic Aptitude Test	PSAT: Designed by Education Testing Service for College Board	Grade 10 and 11	Periodic, as scheduled
Scholastic Aptitude Test (SAT)	Bayfront encourages all students to take the SAT at least once	Grade 11, 12	Students can take the exam as often as they like
Digital Portfolio	Structured to demonstrate competency in ISTE standards as well as the degree to which each student has mastered the school wide learner outcomes (SHARKS)	Grades 9-12	On-going
Performance-Based	Student performance, product, or project that addresses technology, VAPA, 21 st Century Skills, or going to college	Grades 9 - 12	On-going

CHARTER PETITION –ELEMENT THREE

C2(d): GOAL 4: By 2019, all Mueller and Bayfront stakeholders will increasingly advocate for the mission of the charter and collaborate to shape **school climate and culture** to achieve it.

Assessment Tools to Monitor Goal 4 at Mueller:

Assessment Tools	Description	Who	Frequency & When
Standards-based report cards	Report cards show progress completed and shared with families at the end of each trimester.	Grades K-8	November, March, June
Jupiter Grades	Jupiter Ed. is an online grading system that provides parents and students a means of knowing how students are progressing academically.	Grades 7-8	On-going (Parents have on-line access)
Student/Parent Surveys; CA Healthy Kids	Site developed surveys assess specific stakeholder perspectives about school climate and culture	5 th and 7 th Grade K - 8	Annually On-going

Assessment Tools to Monitor Goal 4 at Bayfront:

Assessment Tools	Description	Who	Frequency & When
Progress Report	Provides current grade at 5-week, 10-week, and 15-week mark.	Grades 9-12	Every five weeks
Jupiter Grades	Jupiter Ed. is an online grading system that provides parents and students a means of knowing how students are progressing academically.	Grades 9-12	
Student/Parent Surveys	Site-developed surveys assess specific stakeholder perspectives about school climate and culture		
California Healthy Kids Survey	Assess school culture, climate and condition; students' sense of belonging and connection, safety.	Grades 9-11	Annually

Report Cards	Report cards provide final grade at the end of each grading period.	Grades 9-12	
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C3: Measuring Our School-wide Learner Outcomes at Bayfront

Students who graduate from the Bayfront Charter High School program are expected to demonstrate evidence of the S.H.A.R.K.S. outcomes. BCHS students will curate a demonstration website—or digital portfolio—with evidence of each of the Learner Outcomes:

	Examples of Evidence of Bayfront’s School-wide Learner Outcomes:
S mart	As it relates to the Multiple Intelligences: participation in programs, services, clubs, and extracurricular opportunities; student work samples; student recognition; successful participation in AP/Honors/SWC classes/college prep coursework; participation in on-line courses selected by the student
H ealthy	As it relates to all aspects of physical, emotional, social health: Student responses on the Healthy Kids Survey; participation in athletics; PE participation and grades; Results from fitness tests; attendance and behavior records.
A ccepting	Evidence of peer support systems, student-led events (e.g., Unity Fest), community service, clubs
R esilient	Stories, told through any medium—describing how our students have risen above adversity to achieve their personal goals
K reative	Students’ original productions, products, art exhibits, photography, writing, speeches, published apps, original video games, etc.
S killful	As it relates to the 21 st Century Skills: evidence of leadership roles; problem solving and collaboration; technical expertise, successful experience contributing to a team, etc

C4: School Accountability Report Card

Mueller and Bayfront’s SARC is updated annually and posted on the website of both schools.

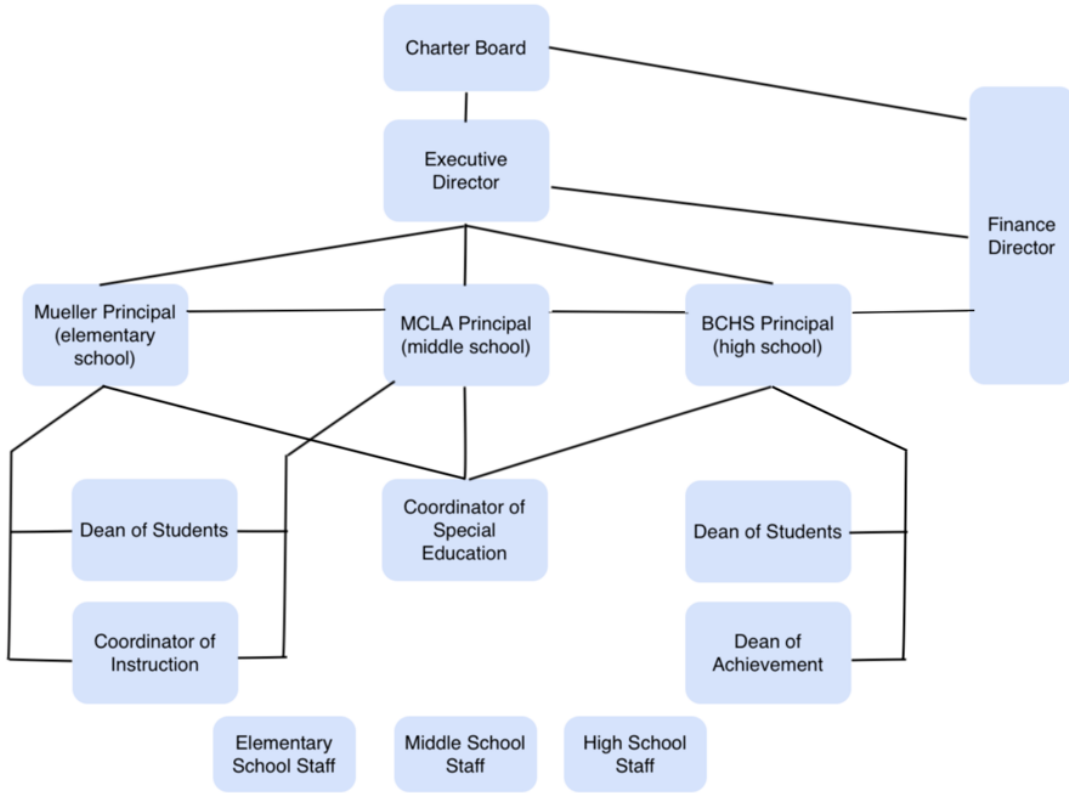
D. ELEMENT FOUR: GOVERNANCE

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

- D1 Organizational Chart
- D2 Charter Board
- D3 Charter Board Meetings and Duties
- D4 The Executive Director
- D5 The Principal
- D6 The Finance Director
- D7 Other Administrators
- D8 Parental Involvement in Governance

D1: Organizational Chart

Mueller – Bayfront Charter School Organizational Chart



D2: Charter Board

The Charter School will have a board comprised of parents and other stakeholders (“Charter Board”).

The Board shall have no fewer than four (4) and no more than seven (7) members and the number of members will be fixed by the Board to ensure clarity as to vacancies. The Charter Board is currently composed of the following positions and members:

CHARTER PETITION: ELEMENT FOUR

Positions for Charter Board Members
• Community Representative
• Community Representative
• Parent Representative (Bayfront)
• Parent Representative (Mueller)
• Staff Representative (Bayfront)
• Staff Representative (Mueller)
• CVESD Superintendent Representative

Each-board member shall hold office unless otherwise removed from office in accordance with Charter Board bylaws/policies (to be developed). Vacancies shall be filled according to Charter Board bylaws/policies. The size of the Board may be changed by duly adopted resolution of the Charter Board.

Terms for all Mueller Charter Board members will be developed within Charter Board bylaws/policies.

All Charter Board members, except for the representative appointed by the District, shall be appointed by a majority vote of the existing Charter Board.

D3: Board Meetings and Duties

The Charter Board will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act, provided that beginning in 2020, two-way teleconference locations shall be established at each schoolsite. The primary functions of the Charter Board shall include:

- Serve as an advisory body for the Charter School;
- Provide input to CVESD Superintendent regarding hiring and evaluating of Mueller Executive Director;
- Act under the oversight of the District’s Board of Trustees;
- Monitor the Charter School’s academic and operational performance;
- Provide input on the short and long-term goals for the Charter School; review goals of the educational and operational program and progress toward those goal; advise or recommend strategies for addressing any shortcomings in the instructional program;

- Review and propose policies and advise on guidelines unique to the Charter School (subject to the approval of the District);
- Approve the implementation of general policies of the Charter School, including human resource policies for career growth and compensation of the staff.
- Advise on maintaining the vision, mission, and goals of the Charter School;
- Review strategies and policies for implementing curriculum plans; and
- Advise on any other policies and practices necessary for the proper operation of the Charter School.
- Hire, promote, discipline, and dismiss all employees of the Charter School (except the Mueller Executive Director) after consideration of the recommendation by the Mueller Executive Director.

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The Charter Board shall comply with the Brown Act.

The Charter Board will comply with all applicable Conflict of Interest prohibitions and will be responsible for adopting and updating a Conflict of Interest Code that will be submitted to the County Board of Supervisors for approval.

The Charter Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Charter Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter Board will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

D4: The Executive Director

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

- ✓ Reporting directly to the Charter School Board and District Superintendent;
- ✓ Facilitating the development, articulation, implementation, and stewardship of an organizational vision that is shared and supported by the Charter School community;
- ✓ Selecting, coaching, monitoring, evaluating and supervising the effectiveness of site Principals;
- ✓ Working with site Principals in the daily tasks of leading the Charter School toward achievement of LCAP goals;
- ✓ Working with the Finance Director to ensure financial stability of the organization;
- ✓ Marketing the achievements, strengths, and uniqueness of the Mueller-Bayfront organizational brand;
- ✓ Collaborating with community members and mobilizing community resources;
- ✓ Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context of the charter movement;
- ✓ Representing the interests of the Charter School, as necessary, at the county, state and national level;
- ✓ Modeling a personal code of ethics and developing professional leadership capacity.

D5: The Principal

The Principals are site leaders of the Charter School. The Principals ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principals report directly to the Executive Director and is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The Principal shall perform assigned tasks as directed by the Executive Director including, but are not limited to, the following:

- ✓ Implementing the charter vision and mission;
- ✓ Selecting, assigning, coaching, monitoring, evaluating and supervising the effectiveness of all administrative, certificated and classified employees within his or her school site;
- ✓ Ensuring management of the organization, daily operations, and resources for a safe, efficient, and effective learning environment;
- ✓ Managing and chairing the site Parent/Community Council, Leadership Council and Instructional Leadership Team;
- ✓ Facilitating the development of appropriate curriculum and instructional strategies necessary to achieve charter goals;
- ✓ Administering appropriate methods for formative and summative assessments;
- ✓ Assisting staff in identifying and making appropriate mid-course adjustments during the academic school year;
- ✓ Participating in and providing for differentiated professional development opportunities for each staff member;
- ✓ Representing the interests of the Charter School, as necessary, at the District or county level;
- ✓ Maintaining effective communication with the Executive Director and members of the Charter School Board;
- ✓ Working with Finance Director to fully understand financial trends and maintain appropriate site financial records;
- ✓ Recruiting new families and students, and assuring families of academic growth;
- ✓ Securing full and regular student attendance at the Charter School;
- ✓ Maintaining effective communication with all stakeholders and constituencies;
- ✓ Participating in IEP meetings as necessary;

- ✓ Developing the school annual performance report, the SARC, and the LCAP;
- ✓ Modeling a personal code of ethics and developing professional leadership capacity.

D6: Finance Director

The Finance Director is responsible for the financial health of Mueller-Bayfront Charter School. The Finance Director reports directly to the Executive Director, and is responsible for performing assigned tasks as directed including, but not limited to, the following:

- ✓ Evaluate, forecast, and calculate annual revenues, expenditures and balances to determine budget requirements for the Charter School;
- ✓ Research, identify, assist in securing alternative funding sources, to include grants;
- ✓ Collaborate with our Charter Board and site leadership teams to ensure fiscally responsible and sustainable financial plans that reflect our charter's educational priorities;
- ✓ Provide technical advice, guidance and training to Charter School administrators and staff relating to the management of the Charter School's fiscal resources;
- ✓ Prepare revenue and expenditure projections based on the California Department of Education's K-12 education budget;
- ✓ Assist the Executive Director with facilities renovation oversight and project management;
- ✓ Assist with the implementation of an independent study program to increase high school ADA;
- ✓ Assure financial activities comply with established standards, requirements, laws, codes, regulations, policies and procedures;
- ✓ Provide leadership and build financial capacity among school stakeholders;
- ✓ Report the Charter School's annual budget, interim financial reports and other related information upon request to the CVESD Superintendent, State Board of Education, and California Departments of Education;
- ✓ Provide training to key Charter School employees in the use of the Charter School's financial budget systems; and other budget-related issues;
- ✓ Attend and conduct various meetings as assigned; prepare and deliver oral presentations concerning charter budgets and accounting operations;
- ✓ Maintain current knowledge of laws, codes, rules, regulations and pending legislature related to accounting and budgetary functions;

- ✓ Represent the Charter School at industry events, such as: CCSA, SSC, SDCOE, CSDC, and Symposiums or other such events;
- ✓ Ensure and accurate and timely reporting of the Charter School's student average daily attendance data as well as documentation for determining the Charter School's unduplicated percentage of pupils.

D7: Other Administrators

• Associate Principal

The Associate Principal is a site leader who reports directly to the Principal and assists the Principal in the orderly operation of the Charter School and the supervision of all employees in the Charter School. Under the direction of the Principal, the Associate Principal shall perform assigned tasks including, but not limited to, the following:

- ✓ Implement Positive Behavior Intervention and Supports and Restorative Practices;
- ✓ Serve as a resource for staff, administrators, and parents;
- ✓ Assist in creating a positive school climate that promotes student achievement and sense of belonging;
- ✓ Work successfully with all students in meeting their educational needs;
- ✓ Coordinate, facilitate and implement disciplinary intervention steps and processes with staff and administration;
- ✓ Participate in leadership team meetings and other building meetings;
- ✓ Implement attendance interventions, including but not limited to holding attendance conferences and making home visits;
- ✓ Manage student discipline;
- ✓ Develop meaningful opportunities for parents/families to contribute to the Charter School's mission;
- ✓ Assist with school-wide event supervision;
- ✓ Oversee our school-wide emergency preparedness plan;
- ✓ Support implementation of state testing systems;
- ✓ Follow charter petition with fidelity.

• Dean of Students

The Dean of Students works with the Principal in carrying out the Charter School's academic and behavior programs at each school site. The Dean of Students understands and responds to the challenges presented by today's diverse student population. He/she provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students' academic achievement, personal and social development and to ensure the safety of all students and staff. The Dean of Students works cooperatively with the Principal, counselors, nurse, staff, students and parents towards a positive school climate. Similar to the Associate Principal, the Dean of Students is expected to perform the tasks described above.

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• Dean of Student Achievement (Bayfront)

The Dean of Student Achievement will monitor, assess, and evaluate student academic progress using formative and summative assessments and assist in planning, designing, implementing, evaluating, and supervising all instructional programs of the Bayfront school site.

The Dean of Student Achievement is expected to:

- ✓ Observe teachers in the classroom and provide individualized coaching and feedback to help strengthen effectiveness of instruction;
- ✓ Facilitate teacher review and analysis of student data, and appropriate interventions to raise achievement;
- ✓ Support goal setting for each teacher, using individual growth plans and progress monitoring related to student achievement;
- ✓ Model demonstration lessons as needed, co-teach and engage in curriculum development focused on effective instruction;
- ✓ Manage testing program at Bayfront including assessment calendar, student preparation, logistics, and communication with stakeholders;
- ✓ Assist teachers with retrieving and interpreting data from Illuminate to inform instruction;
- ✓ Design and deliver professional development trainings to improve instruction across the content areas;
- ✓ Collaborate with teachers to integrate research-based, culturally responsive teaching strategies and methodologies into the classroom;
- ✓ Assist Lead Administrator in the design and implementation of support plans to build teacher efficacy;
- ✓ Develop and assist with the imaginative integration of technology across all curriculum areas;
- ✓ Provide leadership for Instructional Leadership Team (ILT), Professional Learning Communities PLC's, and curriculum department teams;
- ✓ Facilitate and participate in the planning, design, implementation, and monitoring of site-based initiatives to foster high levels of academic achievement included in the LCAP, WASC Action Plan, and Technology Strategic Plan;
- ✓ Contribute to improvement of our school climate and culture;
- ✓ Promote a mindset of continuous organizational improvement.

• **Special Education Coordinator**

The Mueller and Bayfront school sites share a Special Education Coordinator who has the following duties:

- ✓ Serve as an advocate for all special needs students and their parents;
- ✓ Consult with, and assist administrators, nurses, psychologists, and resource specialists;
- ✓ Plan programs, coordinate curricular resources, and assists in evaluating the effectiveness of all special education programs;
- ✓ Assist in planning, implementing and participating in staff training, as well as research and development in state of the art methods in the field;
- ✓ Participate as the administrative designee and facilitate (IEP) team meetings as appropriate;
- ✓ Assist special education personnel in implementing and coordinating the services in the IEP;
- ✓ Evaluate classified and certificated staff, as appropriate;
- ✓ Direct the work of special education staff, as appropriate;
- ✓ Monitor curriculum, materials, and methodology in his/her area of expertise;
- ✓ Serves as a resource in the identification, selection, and use of instructional materials;
- ✓ Attend meetings, conferences, and professional development training.

Coordinator of Instruction (Mueller)

The Mueller school site has a Coordinator of Instruction, who has the following duties:

- ✓ Provides leadership and direction in all areas associated with effective instruction and student achievement;
- ✓ Analyzes data; communicates—orally and in writing—and interacts effectively with a staff and community to leverage academic gains;
- ✓ Utilizes of state-of-the-art theories, techniques, and methodologies related to literacy and second language acquisition;
- ✓ Facilitates change efforts to support achievement for all students;
- ✓ Provides leadership through professional development;
- ✓ Facilitates the selection and implementation of new curriculum materials;
- ✓ Site lead in the administration of state and local assessments.

D8: Parental Involvement in Governance

Parents are invited and encouraged to participate in the governance of their child's school via the Parent Council (at Mueller) and Community Council (at Bayfront).

MCS 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; 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 are appointed by previous year's council and 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 minutes;
- ✓ The Parent Council may develop and follow "Operating Guidelines."

Bayfront Charter Community Council

The Community Council, which is formed as described above, will have the following major responsibilities:

- ✓ To ensure 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 BCCHS;
- ✓ To improve overall communication between Charter School staff, parents and community partners;
- ✓ To ensure that the Charter School programs and learning opportunities reflect broad community interests;
- ✓ To assist in creating wide network of support for BCCHS;

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- ✓ 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.

E. ELEMENT FIVE: *Employee Qualifications*

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

- E1 Overview
- E2 Executive Director Qualifications
- E3 Principal Qualifications
- E4 Other Administrator Qualifications
- E5 Teacher Qualifications
- E6 Employees Annual Performance Review

E1. Overview

Mueller-Bayfront Charter School will not discriminate against any employee on the basis of the characteristics listed in Education Code Section 220 or any other state or federal law. The Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations.

Decisions regarding the hiring of the Executive Director rest with the District Superintendent with input from the Charter Board. Decisions regarding the hiring of all remaining employees rest with the Charter Board upon recommendation of the Executive Director. The Charter School shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 44237 and 45125.1.

All certificated employees of the Charter School, including the Principals, other administrators and teachers, will be employees of Mueller-Bayfront Charter School and will not be employees of Chula Vista Elementary School District. Special Education staff and Child Nutrition Services staff who are provided by the District are employees of CVESD.

The Charter School reserves the right to hire part time staff, temporary consultants, auxiliary personnel, short-term at will and/or any other Charter School employees.

All staff at the Charter School must demonstrate an on-going and consistent:

- ✓ Commitment to the goals of Mueller-Bayfront 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.

E2. Executive Director Qualifications

The Executive Director maintains a relentless mission-focus and drive to achieve organizational goals. The Executive Director is expected to be entrepreneurial, resourceful, business-oriented, politically astute, and capable of responding to challenges both from within and outside of the organization. As the lead administrator in the organization, s/he must model the **California Standards for Educational Leaders** (CPSEL), which include the following:

- ✓ Facilitate the development and implementation of a shared vision of learning and growth for all students;
- ✓ Shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth;
- ✓ Manage the organization to cultivate a safe and productive learning and working environment;
- ✓ Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources;
- ✓ Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard;
- ✓ Influence the political, social, economic, legal, and cultural context affecting education to improve education policies and practices.

In addition, the Executive Director:

- ✓ Must demonstrate a proven track record of student advocacy;
- ✓ Provide evidence of successful service as an organizational leader—including the ability to develop and integrate systems, communicate, innovate, and manage change initiatives;
- ✓ 5 or more years as a successful charter school leader in an urban setting;
- ✓ Minimum of Master's degree, Doctorate preferred.

E3. Principal Qualifications

The Principals, like the Executive Director, must maintain a relentless mission-focus and drive to achieve organizational goals and the goals of his/her school. The Principal is an advocate for students and staff, an instructional leader, and a skilled communicator-- with all stakeholder groups—across multiple mediums. Each Principal models the California Standards for Educational Leaders (as described above), and consistently strives to achieve them. At a minimum, the Principals must:

- ✓ Demonstrate a proven track record of student advocacy;
- ✓ Provide evidence of successful service as an educational leader—including the ability to plan, organize, communicate, innovate, and manage change initiatives;
- ✓ Prior successful experience as a leader in urban and/or charter public schools;
- ✓ 5 or more years as a successful charter school leader in an urban setting;
- ✓ Doctorate in Education Leadership is preferred.
- ✓ Bilingual, strongly preferred.

E4. Other Administrator Qualifications

The Associate Principal, Dean of Students, Dean of Student Achievement, Special Education Coordinator, and Coordinator of Instruction must each present evidence of success in working collaboratively with fellow teachers and administrative staff as well as success in working effectively with all categories of students, including English Learners, students with special needs, at-risk and underachieving students, and high achieving students. All administrators will strive toward California Standards for Educational Leaders (as described above). Other specific qualifications include:

• **Associate Principal**

- ✓ Demonstrate a proven track record of student advocacy;
- ✓ Provide evidence of successful service as an instructional leader within a charter school organization;
- ✓ 5 or more years of successful teaching experience, preferably in an urban charter school with similar demographics to Mueller-Bayfront;
- ✓ Eligible for an Administrative Services Credential;
- ✓ Masters degree in education leadership is preferred, with capacity to pursue a Doctorate;
- ✓ Bilingual, preferred.

• **Dean of Students:**

- ✓ A passionate advocate for all students;
- ✓ Eligible for an Administrative Services Credential;
- ✓ Able to serve as an educational leader—especially in development and implementation of Site Behavior Systems and Restorative Practices;
- ✓ 5 or more years of successful teaching experience, preferably in an urban charter school with similar demographics to Mueller-Bayfront;
- ✓ 5 years or more of school site experience;
- ✓ Minimum of Master’s degree, with capacity to pursue a Doctorate.

• **Dean of Student Achievement (Bayfront)**

- ✓ Knowledge of California’s a-g requirements and the UC system for submitting Course Outlines;
- ✓ Experience in differentiating instruction, especially for critical subgroups at Mueller or Bayfront school sites;
- ✓ Must be an effective and engaging presenter and facilitator;
- ✓ Ability to collaborate and communicate effectively across all stakeholder groups;
- ✓ Knowledge of dynamics of the organizational change process;
- ✓ Research, prepare, and present comprehensive reports to multiple audiences regarding the state of our school;
- ✓ Ability to consistently contribute to an innovative, rapidly evolving organization;
- ✓ Prior experience as a leader in urban and/or charter public schools;
- ✓ 5 years or more of school site experience;
- ✓ Minimum of Master’s degree, with capacity to pursue Doctorate;

• **Special Education Coordinator**

- ✓ A passionate advocate for all students, but especially those requiring Special Education services;
- ✓ Knowledge of Special Education laws;
- ✓ Expertise in testing protocols, data analysis, and research;
- ✓ Experience in differentiating instruction, especially for critical subgroups at Mueller or Bayfront school sites;
- ✓ Must be an effective and engaging presenter and facilitator;
- ✓ Ability to collaborate and communicate effectively across all stakeholder groups;
- ✓ 5 years or more of successful teaching experience in Special Education;
- ✓ Minimum of Master's degree, in Special Education services, with capacity to pursue Doctorate.

• **Coordinator of Instruction (Mueller)**

- ✓ Ability to provide leadership and direction, analyze problems, make decisions, communicate and interact effectively and professionally under pressure, communicate orally and in writing, work with a multiethnic staff and community;
- ✓ Knowledge of up-to-date theories, techniques, and methodologies related to literacy and second language acquisition;
- ✓ Skills in facilitating site change efforts to support achievement for all students; ✓ Experience providing leadership in curriculum and professional development; ✓ Experience in selecting and implementing new curriculum materials;
- ✓ Administrative Services Credential or equivalent; Multiple Subjects credential or equivalent; CLAD or BCLAD;
- ✓ Five years of experience in a site leadership role;
- ✓ Minimum of Master's Degree.

E5. Teacher Qualifications

Teachers will meet all requirements for credentialing as required by Education Code Section 47605(l). Accordingly, all Charter School teachers shall hold a California Commission on Teacher Credentialing certificate, permit, or other documentation equivalent to what a teacher in other public schools would be required to hold; flexibility will be given for teachers of noncore, noncollege preparatory courses.

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Teachers of English Learners will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

E6: Employees Annual Performance Review

Classroom teachers must remain intrinsically motivated to achieve our Charter School's 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.

Thus, the Charter School administers annual performance reviews for all employees to ensure that: all employees work in mutual support of each other's 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 the 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 the Charter School prior to the beginning of each new school year;
- ✓ Every employee will establish 3-5 of their own annual goals to achieve 90% at grade level;
- ✓ Principals will provide appropriate coaching, support and interventions to assist each employee in achieving their annual goals and the goals of the Charter School;
- ✓ Principals will provide an annual performance review for each employee to include recommendations and commendations;
- ✓ The Executive Director will provide appropriate coaching, support and interventions for the Principals to achieve his or her annual goals and the goals of the Charter School; the Executive Director will provide an annual performance review for the Principals to include recommendations and commendations;
- ✓ The Executive Director will present his or her annual goals to the Charter School Board;
- ✓ All employees, including the Principals and Executive Director, may utilize the Dispute Resolution Procedures described in this charter petition.

F. ELEMENT SIX: Health and Safety Policies

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in [Education Code] Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School shall maintain and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies shall be incorporated into the Charter School's student and staff handbooks and reviewed on an ongoing basis by the Executive Director, the Principals and the Charter Board. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the District upon request.

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

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering in a role outside the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

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

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

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

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The policy is Attached as Appendix H.

Diabetes

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

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

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, active shooter, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter Schools shall each function as a drug-, alcohol-, and smoke-free environment.

Blood-borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies (Attached as Appendix I).

G. ELEMENT SEVEN: *Racial and Ethnic Balance*

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

The Charter School will implement a recruitment process to achieve a racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. The Charter School will monitor this balance each year and will take necessary recruitment steps to achieve and maintain this goal.

As such, the Charter School shall implement a student recruitment strategy, which shall include, but is not necessarily limited to, the following elements or strategies:

- ✓ An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- ✓ The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the school community;
- ✓ The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations;
- ✓ The distribution of promotional and informational materials to a broad variety of groups and agencies that serve the various racial, ethnic, and interest groups represented in the school community.

H. ELEMENT EIGHT: *Admission Policies and Procedures*

Governing Law: *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment in the Charter School.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include a Student Enrollment form, Proof of Immunization, Home Language Survey, Completion of Emergency Medical Information Form, Proof of minimum age requirements, Release of records, and Family Income/School lunch Application.

Public Random Drawing

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

- ✓ **First:** Siblings of students admitted to or currently attending the Charter School
- ✓ **Second:** Children of Charter School teachers and staff
- ✓ **Third:** Students who reside within the former attendance boundary of Mueller Elementary
- ✓ **Fourth:** Students who reside within the District
- ✓ **Fifth:** All other applicants

CHARTER PETITION: ELEMENT EIGHT

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Charter School will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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

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

Attendance Agreement

Parents/guardians of students enrolled at the Charter School will be expected to make a commitment to the Charter School's goals and policies, including attendance policies. As an expression of their commitment to the charter school, parents/guardians will be expected to read and sign the Attendance Agreement contained in the *Parent Compact* when registering their child at Mueller Charter School for the first time.

I. ELEMENT NINE: Annual, Independent Audit

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(b)(5)(I).

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

The Charter Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter Board with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

J. ELEMENT TEN: *Suspension/Expulsion Procedures*

The Charter shall comply with and implement suspension and expulsion policies and/or procedures consistent with student suspension and expulsion policies and procedures adopted by the District's Board. In keeping with the restorative practice model of discipline, the Charter School shall approach discipline by repairing harm through inclusive processes.

K. ELEMENT ELEVEN: *Retirement Programs*

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Certificated employees at the Charter School will participate in STRS. Classified employees at the Charter School will participate in PERS or some other retirement program (i.e., 403b). All non-certificated employees at the Charter School will participate in the federal social security system. The Executive Director will be responsible for ensuring that appropriate arrangements for retirement coverage are made for all Charter School employees. The Charter School shall coordinate required STRS and PERS reporting with the San Diego County Office of Education, and with the federal social security system, as appropriate.

L. ELEMENT TWELVE: *Attendance Alternatives*

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(b)(5)(L).

No student may be required to attend a Charter School. Students who reside within the District who choose not to attend the Charter School may attend a school within the District according to District policy or at another school district through the district's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

M. ELEMENT THIRTEEN: *Employee Return Rights*

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at a Charter School. Employees of the District who choose to resign from the District to work at the Charter School will become an employee of the Charter School with no automatic rights of return to the District after employment by the Charter School.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Special Education staff (K-8) assigned by CVESD, Child Nutrition Services staff, and classified staff hired prior to June 2002, are considered employees of **CVESD**.

N. ELEMENT FOURTEEN: *Dispute Resolution*

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(b)(5)(N).

Disputes Between the Charter School and CVESD

The Charter School recognizes that it cannot bind the Chula Vista Elementary School District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

Informal Procedures

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

Written Notification

In the event of a dispute between the Charter School and the Chula Vista Elementary School District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees.

In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

Mediation

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principal, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures (Appendix J) as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

O. ELEMENT Fifteen: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the CVESD Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

CVESD will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

CVESD 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 CVESD's Board's decision to close the Charter School.

CVESD, with the assistance of the Charter School, will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C.

§ 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The District will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33 with the assistance of the District.

CHARTER PETITION: ELEMENT FIFTEEN

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 CVESD 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.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.





On June 5, 2018, the first graduating class of Bayfront Charter High School, received their diplomas in a ceremony on the flight deck of the USS Midway.

MISCELLANEOUS CHARTER PROVISIONS

- A. Budgets and Financial Reporting
- B. Administrative Services
- C. Facilities
- D. Transportation
- E. Attendance Accounting
- F. Oversight
- G. Amending the Charter

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix K, L, and M, please find the following documents:

- Budget narrative
- Budget Assumptions
- Budget, financial projections and cash flow for the next three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

CHARTER PETITION: MISCELLANEOUS CHARTER PROVISIONS

B. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

The Charter School proposes to purchase administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, reporting, and technology from the Chula Vista Elementary School District. The specific terms and cost for these services will be the subject of a **memorandum of understanding** between the Charter School and the District and subject to District availability and willingness to provide such services. If the District is unwilling or unable to provide such services, or upon the election of the Charter School for any reason, the Charter School may provide or procure administrative services either through its own staff or through an appropriately qualified third-party contractor.

C. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

The Charter School's two (2) campuses are located within the District boundaries as follows:

Mueller Charter School is located at: **715 "I" Street, Chula Vista, CA 91910**

The facility includes administrative offices, 42 classrooms, athletic fields, playground, kitchen, theater, literacy center, music room, pre-school, staff room, storage rooms, and multiple rest rooms.

Bayfront Charter High School is located at: **830 Bay Blvd, Chula Vista, CA 91911**

The high school facility includes administrative offices, 16 classrooms, outdoor physical education and athletics area, cafe, theater, lecture hall, staff room, storage rooms, and multiple rest rooms.

Charter School intends to apply to Sweetwater Union High School District for facilities pursuant to Prop 39 for Grades 9-12 students to either replace the high school facility located at 830 Bay Boulevard or increase the available facilities for students. Sweetwater Union High School District has an obligation under Prop 39 and its implementing statutes and regulations to provide Charter School with

facilities (e.g., school spaces and ancillary facilities such as athletic fields, gymnasiums, etc.) sufficient to accommodate Charter School's Grades 9-12 students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district. Charter School shall not be required to seek a material revision to utilize facilities accessed pursuant to Prop 39, but shall provide notification to the District before using these facilities.

D. Transportation

The Charter School will not provide transportation to and from school, except as required by law.

E. Attendance Accounting

The Charter School will implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

F. Oversight

Pursuant to California law, the Chula Vista Elementary School District will be required to provide supervisory oversight of Mueller Charter School and Bayfront Charter High School. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one

(1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent-free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

G. Amending the Charter

This charter can be amended or revoked at any time through a two-thirds vote of the onsite 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:

CHARTER PETITION: APPENDIX

- ✓ 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.