



**MAYACAMAS CHARTER MIDDLE SCHOOL
APPEAL OF DENIED CHARTER PETITION**

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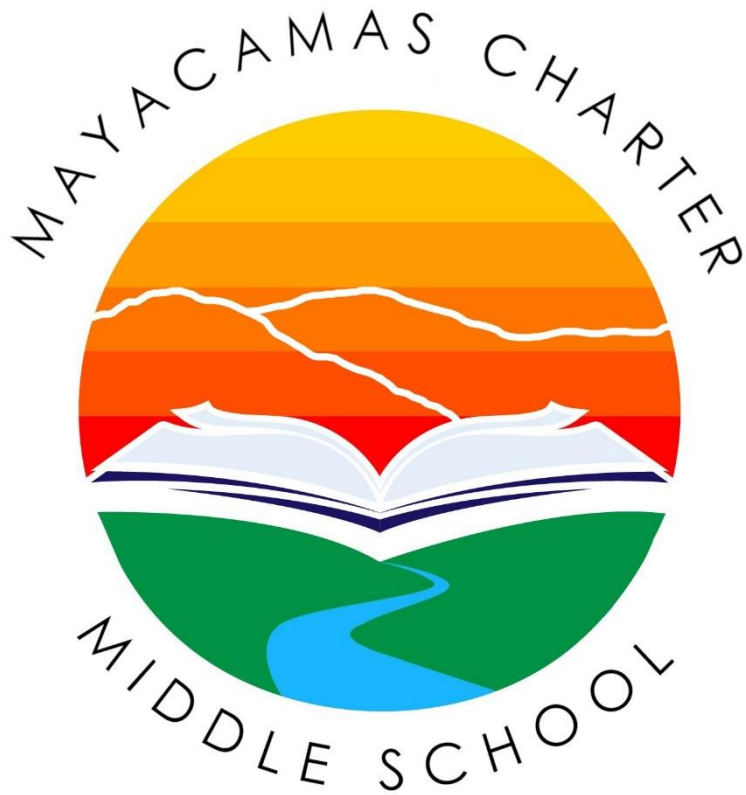
The enclosed documents contain those required by the current version of 5 C.C.R. section 11967(b), as well as other relevant documents, in the format requested by Napa County Office of Education staff, to be delivered to the Napa County Board of Education (“County Board”) on appeal of charter denial.

EXHIBIT	DOCUMENT
EXHIBIT 1	Mayacamas Charter Middle School (“MCMS”) Charter Petition, as denied by the Napa Valley Unified School District (“NVUSD”) on December 9, 2021
EXHIBIT 2	Appendices and Supporting Materials Submitted to NVUSD with the MCMS Charter Petition, including the MCMS Budget as Submitted to NVUSD in PDF
A	MCMS Budget as Submitted to NVUSD in Excel Format
EXHIBIT 3	Evidence of the NVUSD Board of Trustees’ Denial of the MCMS Charter Petition
EXHIBIT 4	NVUSD’s Adopted Staff Report and Findings of Fact
EXHIBIT 5	Petitioners’ Comprehensive Response to NVUSD’s Adopted Staff Report and Findings of Fact Submitted for Purposes of this Appeal
EXHIBIT 6	Petitioners’ Initial Response to the Draft Staff Report and Findings of Fact Submitted to NVUSD on December 9, 2021
EXHIBIT 7	Letter Describing Necessary Changes to the MCMS Charter Petition to Reflect the County Board as the Chartering Entity
EXHIBIT 8	Certification of Compliance with All Applicable Laws
EXHIBIT 9	Evidence of Strong Community Support for the MCMS Charter Petition



EXHIBIT 1

Mayacamas Charter Middle School (“MCMS”) Charter
Petition, as denied by the Napa Valley Unified School District
 (“NVUSD”) on December 9, 2021



Mayacamas Charter Middle School

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

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

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EXECUTIVE SUMMARY

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

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

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

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

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

HISTORY

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

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

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

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

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

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

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

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

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

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

⁴ *Ibid.*

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

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

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

MISSION

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

VISION

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

ENROLLMENT PROJECTIONS

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

SCHOOL DESIGN

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

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

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

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

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

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

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

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

FOUNDING TEAM

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

Lauren Daley, Co-President, Board of Directors

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

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

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

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

Richard Lang, Treasurer, Board of Directors

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

Claire R. Silver, Secretary, Board of Directors

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

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

Claudia Solorio, Board of Directors

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

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

Linda Inlay, M.Ed.

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

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

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

Alan Little

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

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

Charles Meibeyer, Esq.

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

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

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

Kim Smith

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

ELEMENT I. EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

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

COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

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

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

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

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

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

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

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

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

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

LEADERSHIP TEAM

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

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

Head of School

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

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

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

STUDENT POPULATION TO BE SERVED

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

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

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

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

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

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

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

Academic and Cognitive Benefits

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

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

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

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

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

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

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

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

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

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

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

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

Civic and Social-Emotional Benefits

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exposure to diversity reduces anxiety.²⁶

Economic Benefits

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

³¹ *Ibid.*

poverty line in the past 12 months;³² in 2021 the federal poverty line for a family of four is \$26,500.³³ Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in California with two full-time working adults needs each adult to earn \$27.08/hour to be self-sustaining (not needing public assistance).³⁴ *The federal poverty line rate equates to just \$6.30/hour.* In other words, significantly more than 7.1% of families in our community are living in poverty based on the economic realities of the area.

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

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

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

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

³² *Ibid.*

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

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

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

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

³⁷ *Ibid.*

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

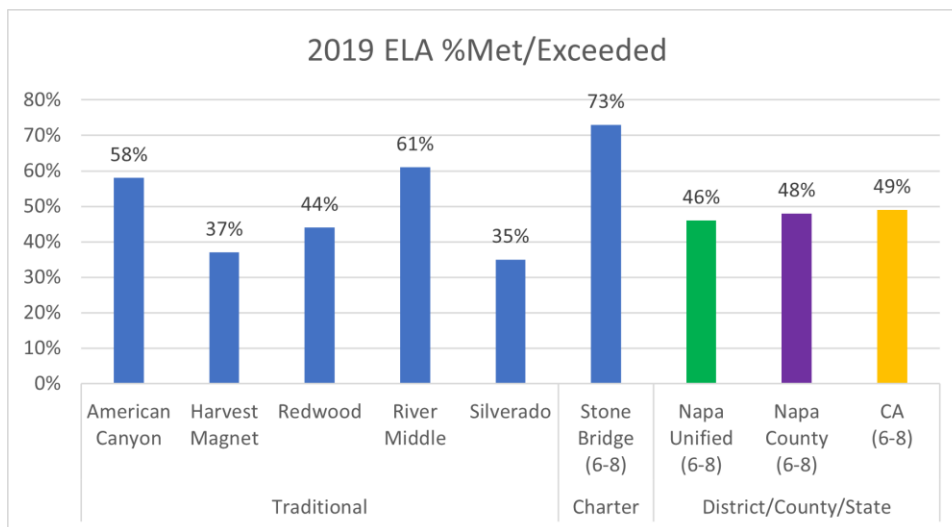
	Enrollment 2020-2021	% SED	% EL	% RFEP	% SWD	% Foster/ Homeless	% Hispanic/ Latino	% Asian	% Black	% White	% Two + Races
Traditional Schools											
American Cyn (6-8)	1011	40%	14%	12%	10%	1%	37%	34%	7%	14%	8%
Harvest (6-8)	685	69%	34%	8%	10%	2%	81%	1%	0%	17%	2%
Redwood (6-8)	808	60%	24%	4%	16%	2%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

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

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

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

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



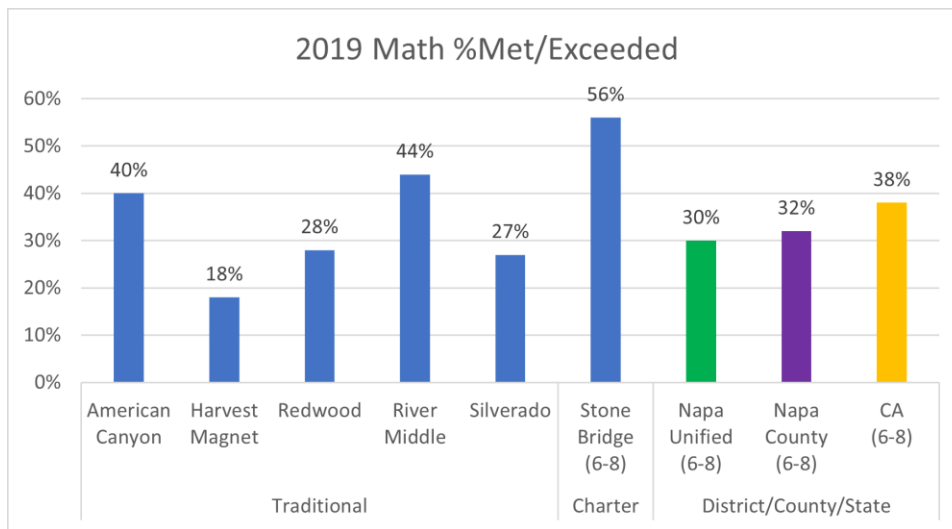
Source: <https://caaspp-elpac.cde.ca.gov/caaspp>.

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

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

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

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



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

CA Dashboards/Difference from Standard

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

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

³⁹ *Ibid.*

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

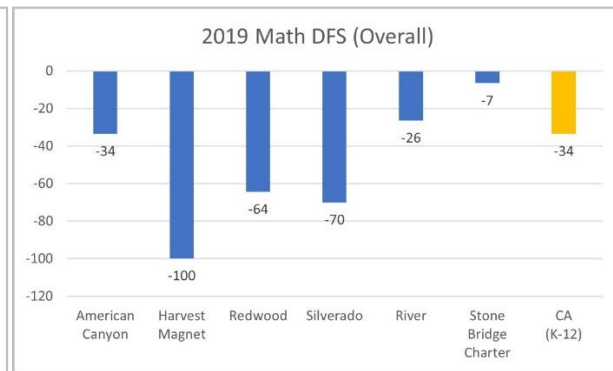
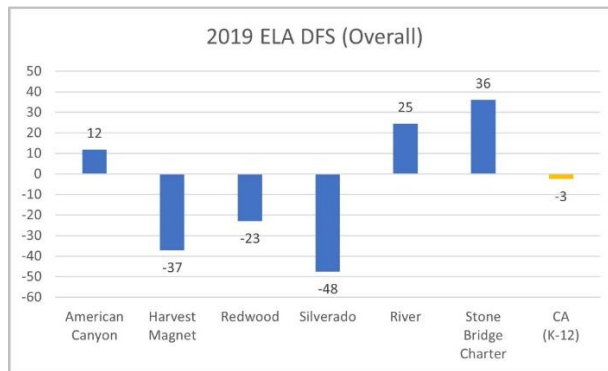
In other words, rather than only identifying how many students Met or Exceeded standards on the CAASPP, the DFS incorporates the performance of all students at the school.

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

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

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

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



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

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

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

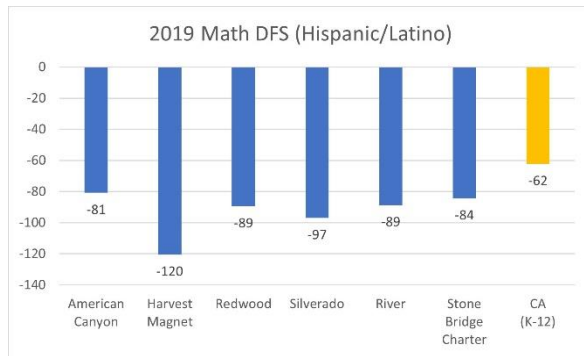
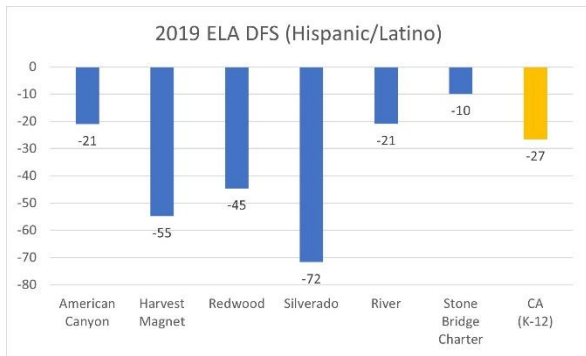
⁴⁰ California Department of Education. Academic Performance Calculation. Accessed on August 28, 2021. <https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp>.

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

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

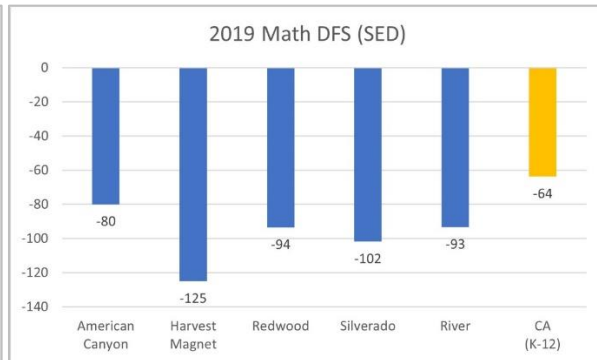
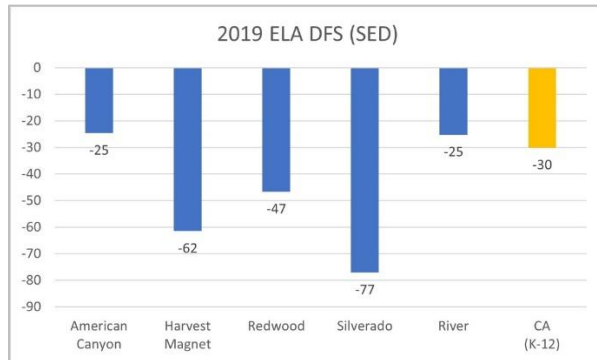
Source: <https://www.caschooldashboard.org/>

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



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

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

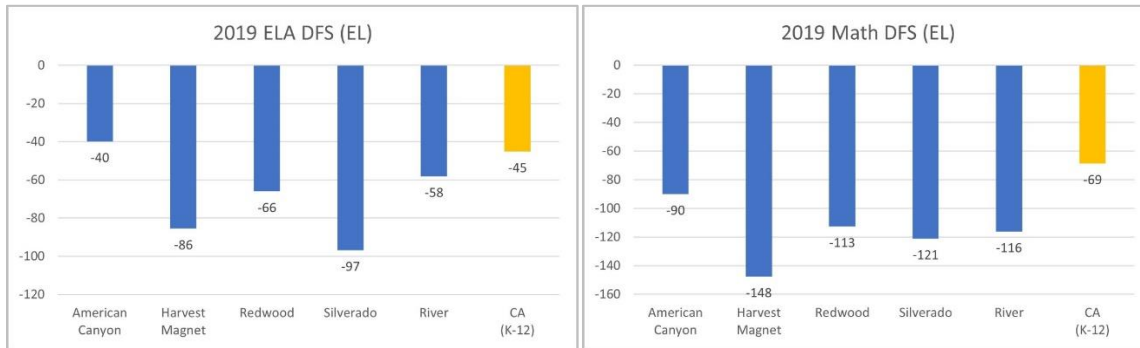


* Stone Bridge had less than 11 students in this subgroup; data not displayed for privacy

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

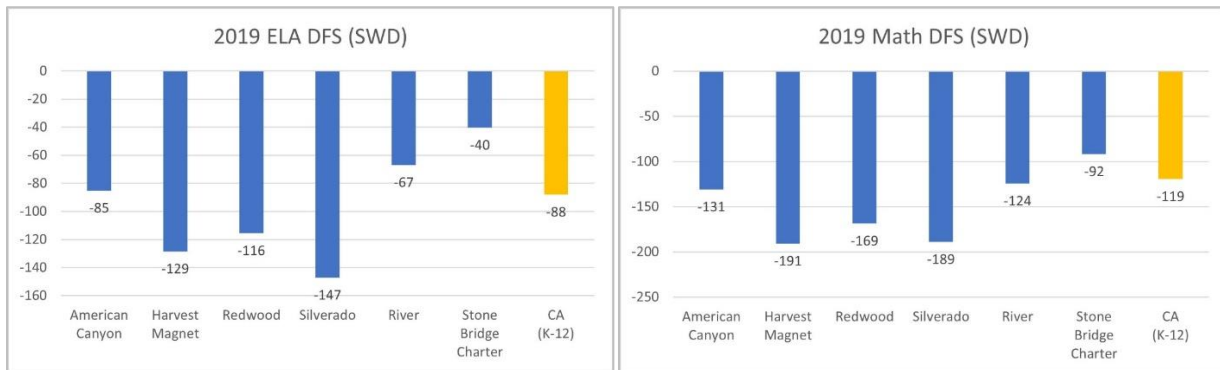
For EL students, in ELA American Canyon (-40) was above state average (-45) while the rest ranged from -66 (Redwood) to -97 (Silverado). In Math, all schools were below state average (-69) for ELs with a range of -90 (American Canyon) to -148 (Harvest). While we generally expect EL scores to be lower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

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



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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

⁴² CA Ed. Code § 47601.

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

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

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

1. Students graduate college- and career-ready

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

2. Students experience responsive, engaging pedagogy

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

3. Students thrive socially, emotionally and academically

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

4. Students benefit from real-world experiences

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

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

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

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

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

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

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

OUTREACH AND INPUT FROM PARENTS/GUARDIANS AND COMMUNITY MEMBERS

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

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

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

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

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

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

We address each of the eight potential findings⁴⁸ in turn:

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

⁴⁷ Education Code §47605(c).

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

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

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

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

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

⁴⁹ Education Code § 47605(c).

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

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

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

ENROLLMENT PLAN

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

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

INDEPENDENT STUDY CONTINGENCY PLANS

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

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

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

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

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

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

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

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

MISSION

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

VISION

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

THE NEW TECH LEARNING OUTCOMES

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



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



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



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



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



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

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

HOW LEARNING BEST OCCURS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

⁵⁸ *Ibid.*

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

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

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

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

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

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

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

....

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

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

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

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

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

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

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

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

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

⁶⁸ *Ibid.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

⁸⁰ *Ibid.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

⁸⁸ *Ibid.*

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



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

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

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

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

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

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

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

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

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

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

INSTRUCTIONAL DESIGN

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

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

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

PROJECT-AND PROBLEM-BASED LEARNING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SOCIAL-EMOTIONAL LEARNING/CREATING A POSITIVE SCHOOL CULTURE

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

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

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

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

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

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

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

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

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

¹⁰⁴ *Ibid.*

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

Grade 6

Unit 1: Mindsets & Goals

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

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

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

Grade 7

Unit 1: Mindsets & Goals

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

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

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

Grade 8

Unit 1: Mindsets & Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STUDENT-CENTERED/PERSONALIZED LEARNING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

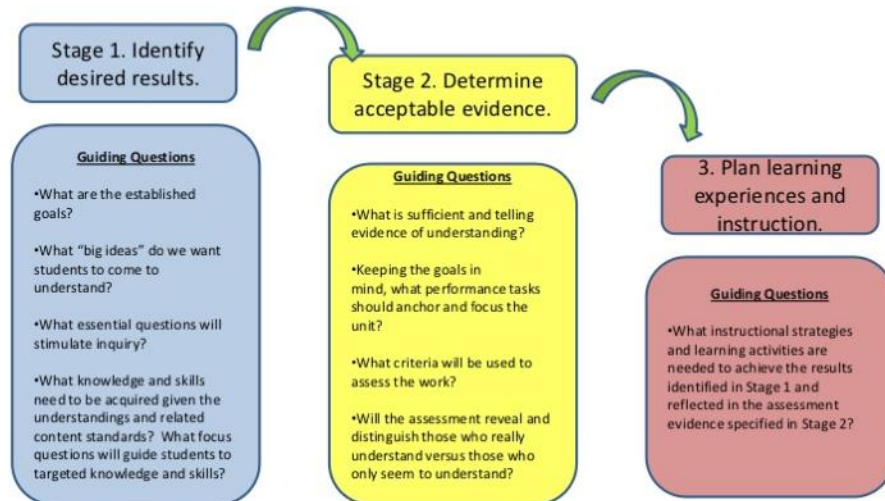
¹²⁰ Ladson-Billings, G. (1995). [*Toward a Theory of Culturally Relevant Pedagogy.*] American Educational Research Journal, 32(3), 465-491.

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

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

¹²³ *Ibid.*

UbD: Stages of Backward Design



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

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

UDL Guidelines: Theory & Practice Version



Provide Multiple Means of Engagement
Purposeful, motivated learners

Provide options for self-regulation

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

Provide options for sustaining effort and persistence

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

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

Provide options for recruiting interest

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



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

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

Provide options for language, mathematical expressions, and symbols

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

Provide options for perception

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



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

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

Provide options for expression and communication

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

Provide options for physical action

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

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

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

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

1. Identifying Similarities and Differences

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

Applications:

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

2. Summarizing and Note Taking

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

Applications:

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

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

¹²⁵ *Ibid.*

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

Applications:

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

3. Reinforcing Effort and Providing Recognition

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

Applications:

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

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

Applications:

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

4. Homework and Practice

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

Applications:

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

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

Applications:

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

5. Nonlinguistic Representations

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

Applications:

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

6. Cooperative Learning

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

Applications:

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

7. Setting Objectives and Providing Feedback

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

Applications:

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

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

Applications:

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

8. Generating and Testing Hypotheses

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

Applications:

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

9. Cues, Questions, and Advance Organizers

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

Applications:

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

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

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

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

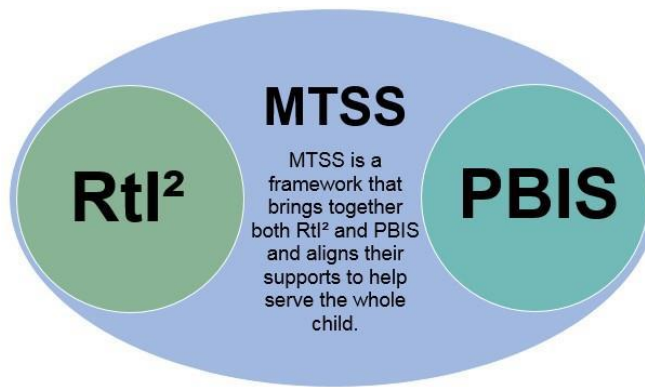
Multi-Tiered System of Support: MCMS will implement a Multi-Tiered System of Support (MTSS), similar to Response to Intervention (RTI) but more broadly inclusive of Positive Behavior and Instructional Support (PBIS), and other social-emotional supports and strategies for the whole child. (See diagram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

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

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

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

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



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

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

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

INTEGRATED TECHNOLOGY/BLENDED LEARNING

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

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

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

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

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

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

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

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

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

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

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

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

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

¹³⁴ *Ibid.*

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

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

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

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

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

EFFECTIVE TEACHERS AND STAFF

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

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

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

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

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

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

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

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

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

ENGAGED PARENTS

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

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

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

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

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

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

CURRICULUM BY SUBJECT

ENGLISH LANGUAGE ARTS (COLLEGE PREP)

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

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

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

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

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

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

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

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

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

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

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

¹⁴⁴ quill.org

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

English 6

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

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

English 7

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

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

English 8

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

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

ENGLISH LANGUAGE DEVELOPMENT

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

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

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

¹⁴⁵ ELA-ELD Framework, pp. 9-10.

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

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

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

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

ELD I

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

ELD II

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

ELD III

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

MATHEMATICS (COLLEGE PREP)

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

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

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

(CA CCSS Standards for Mathematical Practice.)

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

Math 6

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

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

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

Math 7

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

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

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

Honors Math 7

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

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

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

Math 8

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

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

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

Honors Math 8

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

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

SCIENCE (COLLEGE PREP)

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

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

(www.nextgenscience.org).

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

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

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

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

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

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

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

Science 6

Students will engage in scientific investigation through the following units:

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

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

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

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

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

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

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

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

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

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

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

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

Science A - 7/8

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

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

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

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

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

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

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

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

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

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

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

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

Science B - 7/8

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

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

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

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

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

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

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

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

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

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

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

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

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

SOCIAL SCIENCES/HISTORY (COLLEGE PREP)

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

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

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

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

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

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

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

Social studies will be presented in four interconnected formats:

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

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

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

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

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

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

Social Studies 6

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

Social Studies A - 7/8

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

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

Social Studies B – 7/8

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

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

ADVISORY

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

VISUAL AND PERFORMING ARTS

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

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

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

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

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

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

PHYSICAL EDUCATION AND HEALTH

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

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

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

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

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

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

COMPREHENSIVE COURSE LIST

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

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

SUMMARY CHART OF PLANNED CURRICULUM

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

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

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

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

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

CALENDAR AND ATTENDANCE

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

MAYACAMAS CHARTER MIDDLE SCHOOL

DRAFT CALENDAR 2022-23

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BELL SCHEDULE AND INSTRUCTIONAL MINUTES

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

SAMPLE 6TH-8TH GRADE STUDENT SCHEDULE

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

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

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

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

PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

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

Summer Training at MCMS:

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

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

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

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

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

SUPPORTING STUDENTS WITH SPECIAL NEEDS

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

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

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

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

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

STUDENT SUPPORT AND PROGRESS TEAM (SSPT)

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

The SSPT may include, but is not limited to:

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

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

SSPT Referral Process

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

SSPT Meeting

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

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

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

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

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

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

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

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

SPECIFIC INTERVENTIONS TO CLOSE ACHIEVEMENT GAPS

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

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

Tier 1

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

Tier 1: Universal supports for ALL

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

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

SSPT and Tier 1:

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

Tier 2

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

Tier 2: Targeted and Intensive Levels of Support for SOME

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

SSPT and Tier 2:

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

Tier 3

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

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

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

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

SSPT and Tier 3

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

PLAN FOR ENGLISH LEARNERS

PHILOSOPHY AND APPROACH TO LANGUAGE INSTRUCTION

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

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

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

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

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

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

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

Designated ELD will be implemented during Learning Lab:

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

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

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

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

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

1) Vocabulary and Language Development

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

2) Guided Interaction (collaborative learning)

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

3) Metacognition and Authentic Assessment

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

4) Explicit Instruction

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

5) Meaning-Based Context and Universal Themes

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

6) Modeling, Graphic Organizers, and Visuals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ASSESSMENT AND PLACEMENT

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

IDENTIFICATION OF ENGLISH LEARNERS

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

ASSESSMENTS

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

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

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

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

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

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

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

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

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

RECLASSIFICATION

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

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

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

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

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

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

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

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

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

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

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

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

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

PERIODIC ASSESSMENT OF EL PROGRAM

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

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

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

MONITORING PROGRESS AND EFFECTIVENESS OF SUPPORTS FOR LTELS

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

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

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

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

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

STUDENT SERVICES AND SUPPORT

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

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

SERVING STUDENTS WITH DISABILITIES

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

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

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

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

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

SECTION 504 OF THE REHABILITATION ACT

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

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

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

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

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

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

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

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

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

SERVICES FOR STUDENTS UNDER THE IDEA

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

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

Notification and Coordination

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

1. IDENTIFICATION

Identification and Referral

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

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

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

Assessments

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

Development and Implementation of IEP

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

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

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

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

IEP Review

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

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

Interim and Initial Placement of New Charter School Students

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

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

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

Procedural Safeguards

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

Due Process Hearings

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

SELPA Representation

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

Funding

MCMS understands that it shall be subject to the allocation plan of the SELPA.

2. STAFFING AND PROFESSIONAL DEVELOPMENT

All special education services at MCMS shall be delivered by individuals or agencies qualified to provide special education services as required by applicable law. MCMS shall ensure that all special education staff members hired or contracted by MCMS are qualified pursuant to SELPA policies and applicable law. MCMS shall be responsible for the hiring, training, and employment of staff necessary to provide special education services to MCMS students, including, but not limited to, special education teachers, speech therapists, occupational therapists, behavioral therapists or aides, and school psychologists. The Head of School will be the primary MCMS representative tasked with assuring that students are appropriately identified and referred for special education services, and that all aspects of the IEP and any possible 504 plans are properly implemented.

As discussed in various places throughout Element I, professional development at MCMS will be ongoing and extensive. All appropriate faculty and staff will attend PD necessary to ensure compliance with state and federal special education laws. MCMS will provide staff with training on serving students with disabilities during the summer PD program and during the schoolyear, and MCMS will also seek other PD opportunities facilitated by the District, County Office of Education, SELPA, and/or private companies or agencies. Teachers will also collaborate and share best practices in PLCs and during PD sessions.

3. SELPA MEMBERSHIP

As detailed at the beginning of this section, MCMS shall be its own local educational agency (LEA) and shall apply directly for membership in a SELPA in conformity with Education Code section 47641(a). As detailed above, MCMS intends to apply for membership in the Los Angeles County Charter SELPA, El Dorado Charter SELPA or another SELPA approved by the California State Board of Education.

In the event MCMS seeks membership in a different state-approved SELPA, MCMS shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Academically high-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Advanced students receive individualized instruction in many of the same ways as at-risk students including small group work done in classrooms with teachers, group activities planned by teachers, and focused lessons based on their current academic needs during the Learning Lab period.

Gifted students will be served within the regular classroom program. Teachers at MCMS will use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school's curriculum. Our integrated approach to planning and delivering instruction will be an effective approach for all learners, including gifted students. In the case of gifted students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.

IDENTIFICATION OF GIFTED STUDENTS

MCMS will administer the OLSAT or similar test to determine Gifted or Talented designation for students recommended by their teachers, or upon parental request. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. A score of 95% (90 percent if qualifying for free or reduced lunch) is the threshold MCMS will use for identification as gifted, and 99.9% is the threshold for identification as being highly gifted. Parents and guardians will be informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child in collaboration with teachers.

STRATEGIES TO SUPPORT GIFTED STUDENTS

The multi-disciplinary curriculum ideally will create a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere will build self-esteem, as well as a mutual respect for each other as members of a learning community. MCMS' plan for students who are academically high achieving or gifted will include:

- Differentiated instruction in such areas as math, writing and reading, to meet different student learning levels. Expanded problems and projects may be given to more advanced students.

- Teachers will have the option to provide extra challenges to students as needed, such as more in-depth PBL opportunities, and the Charter School will make available supplemental materials.
- Teachers will provide academic and artistic leadership opportunities for students, such as leadership of group projects.

Once identified as gifted through the OLSAT or other means, teachers will deepen, expand and differentiate course work for GATE children. This will be done primarily through deepening and expanding the curriculum to include opportunities for: divergent thinking, analysis, and logical problem solving. Course work will also be enriched with activities such as posing open-ended questions that require higher-level thinking and modeling different problem-solving strategies such as decision-making and evaluation.

Examples of ways that learning will be deepened and expanded include: accepting ideas and suggestions from students and expanding on them; facilitating original and independent problems and solutions; helping students identify rules, principles, and relationships and taking time to explain the nature of errors. Teachers will also provide gifted and high achieving learners with opportunities for leadership and mentorship.

The social-emotional development of the gifted population can appear as asynchronous¹⁶⁶ and gifted students can exhibit developmental over-sensitivities, specific to children identified or recognized as gifted.¹⁶⁷ Teachers will have awareness and training to support the social-emotional development of the gifted population. Social-emotional competency is integral for gifted learners to express and reach their potential. Supporting students' social-emotional development is embedded into the curriculum throughout the grades, as detailed above. When creating educational programming and when organizing the classroom environment, teachers will give forethought in this process to support gifted learners. Specifically, for gifted learners, teachers will identify individual areas of asynchronous social-emotional development and individualize their expectations of students. As with all other individual students and subgroups, the Head of School and classroom teachers will monitor the progress of gifted and talented students and students achieving above grade level to ensure they are being consistently challenged.

STUDENTS ACHIEVING BELOW GRADE LEVEL

MCMS is committed to ensuring that all students achieve at their maximum learning potential, including students achieving below grade level expectations. Parents/guardians will be notified of student's academic progress through trimestral report cards and student-led conferences, as well as daily access to Echo and Aeries to check on attendance, behavior, and academic progress. Parents/guardians may also request a meeting to review progress at any time. Students will be identified as under achieving or at-risk of low achievement based on:

- classroom performance, including scores falling below the median benchmark (70%) on formative and summative assessments
- CAASPP, NWEA MAPs, IABs, and other benchmark assessments
- Teacher observations
- Parent input
- SSPT recommendations

¹⁶⁶ National Association for Gifted Children. [*Asynchronous Development*.] Accessed on August 29, 2021. <http://www.nagc.org/resources-publications/resources/social-emotional-issues/asynchronous-development>.

¹⁶⁷ Hoagies' Gifted Education Page. [*Dabrowski's Overexcitabilities and Theory of Positive Disintegration*.] Accessed on August 29, 2021. <http://www.hoagiesgifted.org/dabrowski.htm>

Students will be recommended to the SSPT, where appropriate intervention staff, Head of School, teachers, and parent(s) will consult for additional interventions and supports and determine next steps in our MTSS model, as detailed above. Targeted support for students who are academically low achieving may include:

- Small group support (in or out of the classroom)
- Wrap around service interventions such as counseling, occupational therapy, referral to community partners for counseling
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve (embedded into their ILP)
- Behavior Support Plan
- Other program modifications and supports as determined by the classroom teacher
- More frequent parent-teacher communication and parent involvement

In 7th and 8th grades, our looping practice in Science and Social Science allows for the teachers to be with the students for two years, thus the individual relationships built with the students and families will help support students performing below grade level. Also, because the teachers will have this familiarity, there will be an understanding of the student's strengths as well as challenges and supports and interventions can already be in place from the first day of school in 8th grade. This allows for struggling students to feel supported at their individual levels of learning, and this socio-emotional safety net will allow for students to maintain their self-esteem as they progress. ILPs will be instrumental throughout the year and year-over-year as students achieve small and large goals and track and reflect on their own progress and growth, helping motivate them and install confidence.

As detailed above in the section on our MTSS program, classroom modifications also may be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more. As with all other statistically significant subgroups and individual students, the Head of School and teachers will monitor the progress of all students achieving below grade level.

SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Beyond identifying SED students via enrollment forms (*i.e.*, FRPL applications), our teachers and staff all will receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our SSPT will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. We will offer vision and hearing screening for all students, and counseling for students on Medi-Cal. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

Parents will be able to drop-off their children starting at 7:55 a.m. and (budget permitting) through an after-school program until 6:00p.m., both to best serve our students' needs and accommodate working families.¹⁶⁸ Parent education will be a cornerstone of our program, offering parents access to the hands-on learning techniques and courses their students are enrolled in so that they can both support their children's learning at home, and also obtain new skills to support lifelong learning.

If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as ELs, MCMS will utilize strategies described in other sections of this petition. As with all other statistically significant subgroups and individual students, the Head of School and teachers will monitor the progress of all SED students through multiple measures of academic and social-emotional growth as detailed throughout this petition.

STUDENTS IN OTHER SUBGROUPS - FOSTER AND HOMELESS YOUTH

Homeless and foster children shall have access to necessary educational and support services that will afford them the opportunity to meet the same challenging State academic standards as all students enrolled at the Charter School. As detailed in Element VII below, MCMS will offer preference for foster youth and homeless youth to facilitate their access to MCMS' personalized, supportive school program. MCMS seeks to address the needs of homeless and foster youth by providing direct services at the school site as well as referrals to community organizations with resources to address their needs. Each year, the Student Residency Survey will be sent to all families. Foster and homeless youth are identified through this survey. MCMS will also adhere to all state and federal policies related to foster youth. Other ways Charter School will screen for homelessness is through drop in academic performance, hunger, and fatigue. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. MCMS will screen for foster youth through a process that includes examining the following: possible visits from social services; non-parent enrolling student in school; home arrangements (group home).¹⁶⁹ Relevant teachers, administrators, and special education staff will provide homeless and foster youth with the same rigorous level of progress monitoring as any other student at the Charter School.

ROLE OF THE HOMELESS AND FOSTER YOUTH LIAISON

The Head of School will serve as the LEA Homeless and Foster Youth liaison. The liaison will ensure that:

- Homeless children and youths are identified by school personnel through outreach and coordination with other agencies
- Homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, school
- Homeless families, children, and youths have access to and receive educational services for which they are eligible
- Homeless families, children, and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

¹⁶⁸ MCMS will apply for ASES funding after Year 1 to support the after-school program. For Year 1, we are optimistic we will be able offer to after-school with both enrichment programs and academic tutoring and support, leveraging staff resources and trained parent/community volunteers, but this will depend on additional funding.

¹⁶⁹ As detailed above, all staff will receive comprehensive training on identifying students in need, which will include updating records and communicating with other faculty/staff when a student becomes homeless (including moving in with another family) during the year.

- The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
- Public notice of the educational rights of homeless children and youths is posted in main office
- Enrollment disputes are mediated according to law
- The parent or guardian of a homeless child or youth, and any unaccompanied homeless youth, is fully informed of all transportation services, including transportation to the school of origin
- Maintain documentation and accurate records of interventions.

CASE MANAGEMENT SERVICES

The Charter School’s Counselor will also provide case management services, which refer to a collaborative process between the counseling team and family to provide assessment, care coordination, and advocacy for options and services to meet an individual's and family's needs through communication and available resources. Case management services may include:

- Communicating with Foster Youth caseworker
- Supporting families with accessing the Homeless Family Solutions Systems (HFSS) by calling 211 or referral to a Family Solutions Center (FSC)
- Referrals for mental health, domestic violence, legal services, food banks, etc.
- Checking in with student to provide counseling support, if needed
- Supporting family with access to computer and wi-fi access
- Communicating changes in residency status to Homeless Liaison for updating records.

Our intervention program will provide support to students and their families depending on the needs of the student, including counseling, and referrals to outside resources.

Foster youth struggling in school may receive poor grades, have difficulty understanding the content, and often do not complete assignments. These students can be referred to the SSPT process to determine the individual supports and interventions needed to help them succeed in their classes.

MCMS will adhere to the McKinney-Vento Act and provide all required supports to its homeless youth.

Students in all subgroups will be monitored through performance on state assessments, internal benchmark exams, and grades. Continued support will be provided to students based on their performance on each indicator. As with all other statistically significant subgroups and individual students, the Head of School and faculty will monitor the progress of all these students.

ELEMENT II. MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

MCMS will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(d)(1), 60605. MCMS will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, and will continue to as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE PUPIL OUTCOMES: STATE PRIORITIES UNDER LCFF

As instructed, please see table in Element I under *The Requirements Of California Education Code § 47605(c)(5)(A)(ii)*. As noted above, MCMS will complete our first LCAP by June 30, 2022, prior to school opening, with stakeholder input and Board of Directors approval.

SCHOOL OUTCOME GOALS

The goals included in our LCFF table in Element I are directly aligned with the skills, knowledge and attitudes we seek to develop in our students, as detailed throughout Element I. In addition to meeting and exceeding state averages on state-mandated testing (CAASPP, CAST), MCMS has incorporated goals relating to attendance/chronic absenteeism, suspension/expulsion, parent engagement metrics and stakeholder surveys, among other things, to measure and track factors such as student and family engagement in school life and SEL development. Our “whole child” approach to student learning and development is captured in the goals we have and will set across the eight state priorities (and numerous subparts).

STUDENT ACADEMIC ACHIEVEMENT

As stated in the Element I LCFF table, at this time, MCMS is not setting disparate goals for our schoolwide learner outcomes and specific subgroup learner outcomes. We realize that there may, in fact, be achievement gaps between different subgroups. Our approach and attitude, however, is that all students will be able to meet our high expectations for achievement. In the event that the data from Year 1 indicates any gaps, we will then set specific growth targets (including in the LCFF annual update) based on this actual data, with the goal of ensuring that no subgroup of students is less than 80% of the achievement level of the schoolwide performance.

We also note that as a small school, we may well have students who are members of different subgroups, but the population of that subgroup is not “statistically significant” under California standards. As a school focused intently on the individual and personalized education of each student, each and every student will design individual learning goals in their ILPs (in collaboration with teachers and parents) that are

intended to ensure they are meeting our rigorous expectations for learning. As detailed in Element III, below, our Head of School and faculty will continuously review student achievement data and identify any students who are in need of additional or alternative interventions and supports through our MTSS model.

HOW STUDENTS WILL MEET COMMON CORE STATE STANDARDS

As detailed throughout Element I, MCMS students will meet CCSS, NGSS and other learning outcomes through our individualized learning model that features project- and problem-based learning, and social-emotional learning. While the content that students learn will be the same grade-level standards as any public school in California, the means by which students master this content at MCMS will be engaging and dynamic, and differentiated to meet individual student needs. Through problem- and project-based learning, students will engage in self-directed and peer-collaborative inquiries and explorations of learning, including interdisciplinary activities that demonstrate how subjects interact and overlap in the “real world.” Online, blended learning will offer students “just-right” practice and skill/content mastery with highly personalized, adaptive learning that adjusts to students’ individual needs. These programs will provide real-time daily data for teachers to review which content strands may need reinforcement, including re-teaching and direct instruction. A variety of assessment tools will enable diverse students to show their learning in myriad ways, from written work to project rubrics to publisher and teacher-created tests and quizzes. Finally, our comprehensive social-emotional learning emphasis will permeate the program and ensure that students are mentally and emotionally prepared to learn and grow developmentally as they learn key character skills and habits that will serve them well throughout high school and into college.

ELEMENT III. METHODS OF MEASUREMENT

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

METHODS FOR EVALUATING THE MCMS OVERALL EDUCATIONAL PROGRAM

MCMS affirms that its methods for measuring pupil outcomes for the eight state priorities shall be consistent with the way information is reported on a School Accountability Report Card in accordance with Education Code section 47605(c)(5)(C).

MCMS will utilize specific measurable outcomes and assessment tools to track students’ performance progress and provide key data about the efficacy of MCMS’ academic program. This data will be used to drive decisions about overall program development, as well as informing ongoing curriculum modifications and allocation of resources. MCMS’ Head of School, staff and teachers are held accountable by the Charter School Board of Directors for meeting student outcome goals.

As detailed fully below, instruction at MCMS will be data-driven, with everyone throughout the organization accountable for student achievement results. The faculty will work with the Head of School to assess the efficacy of the overall curricula, assessments and varied instructional strategies. The Head of School will report on student achievement data to the Board of Directors at the end of each trimester on a formal basis, with more informal updates provided at every Board meeting. The annual LCFF update and goal setting process will facilitate detailed analysis by the Board of the Charter School’s progress towards specific annual goals, with the Board allocating resources in the annual budget based on specific defined needs.

MEASURING PUPIL PROGRESS TOWARD CCSS USING STATE-REQUIRED ASSESSMENTS, AND OTHER ASSESSMENT TOOLS

The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments (aka CAASPPs) and California Science Tests (CAST), as well as alternative assessments for qualifying students with disabilities (CAA). CAASPP/CAST/CAA data will be used at the beginning of each year during summer PD to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness.

MCMS also will use the Smarter Balanced Interim Assessments to support teaching and learning and preparation for the CAASPPs. The Smarter Balanced Interim Assessments¹⁷⁰ are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

Computer adapted NWEA MAP testing will be utilized to measure student progress three times a year. As explained above in Element I, students who are achieving substantially below grade level are identified through multiple measure assessments including MAP tests, sample Smarter Balanced Interim

¹⁷⁰ <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>

Assessments (as provided by the CDE), and publisher and teacher-designed assessments. For students achieving substantially below grade level, we will use educational materials that provide review and re-teach programs such as Achieve 3000 that allow teachers to monitor and ensure student mastery.

Teachers will also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics. Individual and team projects will be evaluated using NTN and other rubrics.

Assessment	Purpose	Grade	Timeline
Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.)	Measure standards mastery across all courses/subjects.	6-8	Daily and/or weekly
Publisher-Designed Assessments (including NTN)	Assess mastery of unit/lesson content.	6-8	End of unit/end of trimester or year.
CAASPP	State Criterion-Based Assessment in ELA and Math	6-8	In May
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	6-8	In May
CAST Science	State Criterion-Based Assessment in	5, 8	In May
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	6-8	Beginning, middle and end of year
ELPAC	Measure language acquisition	6-8	Initial Assessment: within 30 days of enrollment Summative Assessment: February to May
SBAC /Interim Assessment	To support teaching and learning throughout the year	6-8	Throughout the year
FitnessGram Physical Fitness Test	Assess Students Fitness and Physical Health	5, 7	February to May

DATA ANALYSIS AND REPORTING

As discussed extensively in Element I, in our MTSS model, teachers use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. Echo and Aeries will give teachers real-time access to data that will help them effectively meet the needs of all students. The database also will make it possible for MCMS to track student demographic information, grades, attendance, behavioral data, PD and coaching in areas of need.

MCMS' Head of School and faculty will continuously analyze data both to assess individual student growth and progress over time and students' specific needs for differentiation (including re-teach, additional practice, tutoring, differentiated strategies, etc.), as well as to determine trends, significant changes, and anomalies. The Head of School will review whole school, grade level, subgroup, and classroom/teacher data. This will include state test data, NWEA MAP data, as well as ongoing in-class performance data. Following each administration of NWEA MAPs, we will have pupil-free data days for all of the teachers to collaboratively review the data and collaboratively plan interventions, supports and curriculum for specific students.

The Head of School will analyze assessment data at least monthly to determine PD and coaching needs for faculty. During summer PD, teachers will learn how to use Echo and Aeries as well as a variety of online curricula/assessment tools that will offer real-time, standards-aligned information that helps drive instruction. Faculty will be trained during summer PD and early release days throughout the school year to collaboratively review student achievement data, interpret standardized test data and interim benchmark data, and engage in critical analysis of all assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to meet their students' individual needs.

Advisors will be responsible for monitoring data from all classes for their advisees, and will conduct one-on-one check-ins with each student monthly to review the data and update (as needed) ILP goals. Advisors will help students problem-solve when issues arise, determine if additional supports might be needed, understand why issues are occurring and more, referring students to the MTSS process as needed. As discussed in Element I, Advisor/teachers will collaborate in PLCs, ensuring each student has an engaged "advocate" on campus who knows him/her well, is actively tracking his/her data and progress, is communicating with his/her teachers and collaborating with them to discuss the most effective strategies for that student, and more.

Each teacher also will be responsible for monitoring the students in their classes and ongoing performance, noting any changes in student performance (*i.e.*, a sudden drop in performance), and continuously differentiating instruction to meet student needs. As discussed in Element I, teachers will receive continuous PD and coaching and weekly "early release" sessions in using data to drive instruction and social-emotional learning strategies.

Data analysis will also include attendance, behavioral issues, referrals to the MTSS process and efficacy of that process (% who "complete" MTSS at the first 4-6 week follow-up, % who are referred to the next Tier of intervention, etc.), data about individual and group counseling services and more. School leaders and staff will use this data analysis to address challenges and areas of improvement.

MCMS WILL SHARE ASSESSMENT RESULTS WITH THE COMMUNITY

We will regularly report on and distribute information about the Charter School's progress to all stakeholders, including summary data showing student progress toward the school's goals and outcomes, and dissemination of the School Accountability Report Card (SARC). Annual stakeholder survey results will be disseminated to the entire school community as well. Access to information and transparency will be key for all stakeholders. Parents/guardians will have real-time access to their child's grades, attendance and other metrics via the Aeries and Echo systems. Computers will be available on campus, along with training with the Parent Liaison (or another staff member or trained parent volunteer prior to the hiring

of the Parent Liaison), for parents who do not have computer access at home.

The SSC and ELAC will be responsible for monitoring student achievement data (in the ELAC's case, relating to the performance of ELs specifically), and making recommendations to the Head of School and Board. The SSC and ELAC will also facilitate gathering stakeholder input during the annual LCFF update, goal-setting and resource allocation/budget process. (See Element IV for more information about the SSC and ELAC.)

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

The primary purpose for grading is to provide feedback to students and parents/guardians on the achievement of learning goals. Students will receive formal report cards at the end of each trimester, and parents can also access daily feedback on assignments, look at students work in their portfolios, and more on Aeries and Echo. Teachers share students' academic, social, emotional, and physical progress with parents. Student-led conferences (SLCs) with teachers and parent/guardians will be held twice each year, at the end of the first two trimesters. End-of-year report cards are mailed home and include final grades that are reflected on a student's transcript.

As noted in Element I, throughout the year, students will compile **portfolios** of their work that they believe are representative of their accomplishments and progress. Their teachers will guide them in selecting representative samples, and in presenting this work during their SLCs.¹⁷¹ The portfolio work will product represent a sample of students' accomplishments, academic progress, interests, and reflections over the trimester. Teachers will guide students in rubrics for portfolio assessments at the of each trimester: in addition to content, portfolio assessments will allow for the assessment of more complex learning skills such as critical thinking, problem solving, communication, and agency, in alignment with the rubric for that course. Portfolio review will also allow a teacher to understand the student's growth over time versus their performance on a given day. MCMS will use an online student portfolio for organizing and archiving student achievements from each grade; this will allow students to reflect on their own growth over time as they see how far they have come from early 6th grade to the end of 8th grade.

Before each SLC, teachers also will guide students as they reflect on their learning successes, challenges, and goals, create new goals in their ILPs moving forward, and prepare to lead their family member(s) and teachers through that work. Class instruction will allow preparation time for SLCs, so students are ready for the conference and derive meaningful learning from the experience.

At SLCs the student will review a self-reflection of their own learning and achievement of goals detailed in their ILP over the trimester, sharing and discussing test scores, samples of projects and schoolwork and demonstrating areas in which they have achieved success. They also will discuss areas they have identified in their ILP for improvement and their new goals going forward. At these meetings, home and school strategies will be discussed so that the student has the best chance of continuously improving his/her performance.

¹⁷¹ As detailed in Element I, students will have frequent opportunities to share their work – such as reciting poems or short works they have written; presenting research projects they have done with their peers which may include dramatizations, visual art or other media – at times to their classes, and even to the entire school during assemblies. Parents will be invited to assemblies that include “celebrations of learning” to see their child(ren) celebrated.

Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Faculty will work with the Head of School to develop specific and consistent weights for each component, to be shared with parents and students.

MCMS will follow a standard scale to assign letter grades for trimester work. Grading is based on a 4.0 (unweighted) scale.

Report cards also will contain narrative sections where teachers detail examples of a student's level of development and mastery based on observations, student-work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments. Report cards act as a teacher's commentary on a student's holistic accomplishments, performance, and growth areas for a given trimester, and students will have an opportunity to comment and reflect during their SLCs.

RETENTION

Despite various interventions and extra supports, if students are still far below grade level, another possible intervention is retention. Parents/guardians will be an integral part of the decision making process for retaining their child through the SSPT meetings and in written reports of student progress. Parents/guardians will be informed about the possibility of retention by the end of March. Although parents will be informed throughout the process, the final decision for retention rests with the Head of School.

ELEMENT IV. GOVERNANCE STRUCTURE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

NONPROFIT PUBLIC BENEFIT CORPORATION

MCMS will be a direct funded independent charter school operated by the Napa Foundation for Options in Education (NFOE), a California Nonprofit Public Benefit Corporation with 501 (c)(3) status from the IRS, pursuant to California law. The Charter School will be governed by the NFOE Board of Directors (Board) in accordance with California Education Code sections 47604 and 47604.1, and other applicable California law, the NFOE Bylaws, and the terms of this charter. Copies of the Articles of Incorporation (with Draft Amendment that will be filed upon charter authorization), Bylaws (with Restated and Amended Draft Bylaws that will be approved by the Board upon charter authorization) and Conflict of Interest Policy are included in Appendix E.¹⁷² Upon approval of this charter petition, the NFOE Board will revise its bylaws accordingly to reflect compliance with this Governance Element and all laws applicable to Board governance (e.g., meetings in accordance with the Brown Act). A Draft of those proposed Bylaws is included in Appendix E. The Board delegates school management such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy to the Head of School of MCMS and lead school site staff.

LIABILITY FOR DEBTS AND OBLIGATIONS

The Charter School will operate autonomously from the authorizer, NVUSD, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code section 47604(d), NVUSD shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as NVUSD has complied with all oversight responsibilities required by law.

MCMS SHALL BE ITS OWN LOCAL EDUCATION AGENCY (LEA) FOR SPECIAL EDUCATION PURPOSES

As detailed in Element I, MCMS will be its own Local Education Agency (LEA) for purposes of providing and funding special education. MCMS plans to join the Los Angeles County Office of Education (LACOE) SELPA, El Dorado Charter SELPA, or another suitable state-approved SELPA.

MCMS BOARD OF DIRECTORS' SELECTION

The Founding Board will have five (5) directors, each with diverse experience and expertise, as described in the Executive Summary above and summarized below:

Name	Current Professional Title and Organization	Expertise or Experience
Jolene Yee, Esq., <i>Board Co-President</i>	General Counsel and Vice President - Government Affairs, Delicato Family Wines	Legal, Business Management, Leadership, Organizational

¹⁷² Upon charter authorization, the Board will adopt of Conflicts of Interest Code as well.

		Development and Strategy, Curriculum Development, HR/Employment Law, and Governance
Lauren Daley, <i>Board Co-President</i>	Senior Vice President, Chubb Group	Business Management, Leadership, Non-Profit Management and Governance, Organizational Development and Strategy, and Administration
Claire Silver, <i>Board Secretary</i>	Former Winery Owner/President	Family and Community Outreach, Parent Engagement, Organizational Development and Strategy, and Administration
Richard Lang, <i>Board Treasurer</i>	Accounting and Finance Professional, Recently Retired	Accounting, Finance, Internal Controls, Human Resources, Systems, Relationships Management
Claudia Solorio, <i>Board Member</i>	Licensed Clinical Social Worker	Mental Health and Family Support Services; Family and Community Outreach; Parent Engagement

Our diverse Board has decades of combined experience in a range of areas of expertise to fulfill the mission and vision of the Charter School, including global business, law and governance, accounting and finance, non-profit management, mental health services, community development and engagement, parent engagement, business management, leadership development, and more. We are proud that our Board is reflective of the community MCMS will serve: one of our directors is Latina, one is Asian, and four are female.

The authorized number of directors on the Board shall not be less than five and not greater than nine, with the exact number to be determined from time to time by the Board. Pursuant to California Education Code section 47604(c), the District has the right to appoint a single representative to the Board. In the event the District does appoint a representative to the MCMS Board, the Board may seat another director in order to ensure an odd number of directors for voting purposes.

The standard term for new Board members shall be two years and until a successor is elected, with no term limits. Initial Board members' terms will be staggered to establish continuity and sustainability. In the event that a Board member resigns or is removed from office prior to the expiration of that Board

member's term, his/her successor shall complete the rest of that term. The Board Secretary shall be responsible for maintaining a current roster of Board members and their individual term of service.

MCMS will strive to maintain a balanced composition of Board members with diverse skills, experience and perspectives that can contribute to effective school governance as well as MCMS' mission. Consistent with this charter and the Bylaws, the Board may add Board members whenever it deems the addition of another member will further the Board's ability to fulfill its responsibilities and/or the mission of the Charter School. Candidates for a new Board position will be reviewed on an application and interview basis and may be nominated by any member of the school community. With the exception of the initial Board, directors shall be elected by a majority of Board members present at a meeting at which a quorum is present. (See below for information about Board meetings.)

ROLE OF STAKEHOLDERS IN THE GOVERNANCE STRUCTURE OF THE SCHOOL

MCMS believes that stakeholder involvement and collaboration is essential to the success of the school. MCMS will establish a **School Site Council (SSC)** that includes teachers, parents, and classified employees, elected by their peers, as well as the top two 8th grader elected leaders of the ASB (*i.e.*, President and Vice President, or Co-Directors) that will work with the Head of School to develop, review, and evaluate school programs, policies, and activities, including Title I programs and budgets (if applicable). The SSC also will participate in MCMS's annual reflection, review and goal setting process for the LCAP. In the event the Charter School operates a program that requires a School Plan for Student Achievement, the Charter School will ensure that the SSC meets the composition and selection requirements of Education Code section 65000(c)(1) and will be comprised of the Head of School, teachers, staff members, and parents or community members. The SSC's major responsibilities may include:

- Facilitate parent engagement in reflections and goal setting, including the annual LCAP process and School Plan for Student Achievement, and provide recommendations to the NFOE Board
- Regularly monitor school expenditures and implementation of stated plans
- Participate in all local, state, and federal reviews of the Charter School's program for compliance and quality
- Annually evaluate MCMS's progress towards meeting stated goals.
- The SSC will meet at least monthly during the school year

The English Learner Advisory Committee (ELAC) will be formed at MCMS when the Charter School has 21 or more EL students. The purpose of the ELAC is to provide recommendations to the Head of School regarding programs and services for EL students. Recommendations will be based on student performance data, parental involvement data, and other relevant data such as school attendance. These recommendations may also be used by the SSC in the School Plan for Student Achievement. ELAC membership will include: Parents of ELs (at least the same percentage of the committee membership as their children represent the student body), and Charter School staff and/or community members (such as the EL Coordinator, when hired) as long as the minimum percentage requirement for EL parents is maintained. The ELAC will participate in EL goal setting and evaluation of achievement and needs (including the LCAP).

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Charter School also will engage all stakeholders to include parents, teachers, staff and administration in the annual development and review of the LCAP. The Charter School's LCAP will show parents how our annual goals are tied to our budget. In accordance with California Education Code section 52064.1, the Charter School's LCAP will attach an annual budget overview for parents that uses understandable and accessible language. MCMS will comply with Education Code section 47606.5 regarding the process for adopting and amending its LCAP, including the requirements to hold at least one public hearing to solicit recommendations and comments from members of the public and to post the LCAP on the homepage of the school's website.

UNIFORM COMPLAINT PROCEDURE

The Charter School will provide annual notice of its Uniform Complaint Procedures to students, employees, and parents/guardians, and copies will be available in the school's main office and/or on the website. For complaints that are outside the scope of the Uniform Complaint Procedures, the relevant complaint process will be communicated via the Employee Handbook, the Student/Family Handbook, the website, or other appropriate means.¹⁷³

METHOD FOR CONDUCTING BOARD MEETINGS

The Charter School will comply with the Ralph M. Brown Act and the additional Board meeting requirements under Education Code section 47604.1, as added by SB 126 (2019); Board members will annually receive Brown Act training from outside legal counsel or other qualified experts. MCMS Board members will hold regular Board meetings monthly during the school year and schedule additional special meetings as needed. Board meetings will generally take place at the school site or, if necessary, an alternative location within the District as set forth in the meeting agenda.

Board meeting notices will be posted electronically and in print as required by the Brown Act, and to provide the greatest possible public access to the Charter School community and the community at large. Prior to the beginning of each school year, the Charter School administration will propose an annual calendar of regularly scheduled Board meeting dates for approval by the Board. The annual Board calendar and meeting agendas will be posted on the MCMS website. Print notices will be posted at the main entrance to the school site or, if necessary, in an alternative location that is freely accessible to members of the public. Agendas for regular meetings will be posted at least 72 hours in advance of the meeting, and agendas for special meetings will be posted at least 24 hours in advance of the meeting. The public Board packet will be available electronically or at the Charter School's main office or, if necessary, another location designated for this purpose. Board meeting minutes will be recorded by the Board Secretary or his or her designee according to the following process: 1) minutes taken at Board meetings, 2) approval of the minutes agendaized on a subsequent Board meeting agenda and draft minutes included in the Board agenda packet, and 3) final Board approval.

¹⁷³ Appropriate handbooks will be developed following charter authorization by the Head of School, working closely with outside legal counsel and other experts and approved by the NFOE Board.

BOARD BYLAWS AND DECISION-MAKING PROCEDURES

The Board will not take action without a meeting. All actions taken by the Board members and its deliberations will be conducted in compliance with the Brown Act.

A majority of the Board members then in office shall constitute a quorum, as set forth in the Bylaws.

The actions done and decisions made by a majority of the Board members present at a meeting duly held at which a quorum is present will be the actions and decisions of the Board, except when more than a majority vote is required for certain actions under the Bylaws or applicable law.

Any Board member may abstain from a vote. Abstentions will not reduce the number of affirmative Board member votes required for the Board to take action.

Although Board members will make efforts to attend all meetings, MCMS may utilize teleconferencing or online meetings provided that all Brown Act requirements for attendance by teleconference are satisfied, including:

- The agenda will be posted at all teleconference locations;
- Each teleconference location will be identified on the agenda;
- Each teleconference location will be accessible to the public;
- At least a quorum of Board members will participate from locations within Napa County;
- All votes will be taken by roll call; and
- The agenda will provide an opportunity for members of the public to address the Board from each teleconference location.

METHODS FOR HOLDING THE GOVERNANCE STRUCTURE ACCOUNTABLE TO STAKEHOLDERS

MAJOR ROLES AND RESPONSIBILITIES

One way in which we will hold the governance of the Charter School accountable is by having clearly defined roles and responsibilities.

BOARD OF DIRECTORS

The Board will be responsible for governance of the Charter School, including the responsibility to:

- Promote and guide the vision and mission of the Charter School
- Monitor student achievement to ensure progress toward fulfillment of the Charter School's mission, vision, and goals
- Hire, supervise, and evaluate the Head of School
- Approve major contracts, as defined in the Charter School's fiscal policies and procedures
- Approve and monitor the Charter School's LCAP, annual budget, budget revisions, and interim and unaudited financial reports
- Approve and amend Bylaws and Board policies
- Contract with an auditor to produce the annual independent financial audit

- Approve annual independent financial audit report
- Establish operational committees as needed¹⁷⁴
- Engage in ongoing strategic planning
- Approve the schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve requests for charter petition material revisions and renewals as necessary to the District for consideration
- Ensure compliance with all applicable laws, including but not limited to the Ralph M. Brown Act, Public Records Act, Political Reform Act, and Government Code section 1090.

HEAD OF SCHOOL

The Board shall hire and supervise the Head of School, who shall have day-to-day general supervision, direction and control of the affairs of MCMS, and such other powers and duties as the Board may prescribe. The Head of School shall not be a Board member but will generally attend all Board meetings.

The Head of School will be the operational and instructional leader of the school, responsible for recruiting, hiring, supervising, training, evaluating and as necessary, disciplining and terminating all staff. He or she will be responsible for supervising and coaching all instructional staff, developing and implementing curriculum and assessments, and monitoring student achievement data including disaggregated data by subgroup, grade level, class and more. S/he will work to ensure the fulfillment of the Charter School's mission and vision. He or she will be responsible for school compliance with all state, county and District requirements, reporting directly to the Board. He/she will be the primary liaison to parents and community partners, and lead establishment of a positive school culture. He/she will implement policies approved by the Board and work to fulfill the mission and vision of the school, and towards accomplishment of short- and long-term towards for student and school success.

As detailed above, all stakeholders will engage in annual review of progress towards stated goals in the LCAP. MCMS also will post the annual SARC.

METHOD FOR RESOLVING CONFLICTS OF INTEREST FOR THE BOARD

MCMS has adopted a Conflict of Interest Policy that complies with the Political Reform Act (see Appendix E). Upon charter approval, MCMS will adopt a Conflicts of Interest Code. MCMS will also comply with the Public Records Act and all applicable conflict of interest laws, including those under Education Code section 47604.1 and the Corporations Code.

¹⁷⁴ We note that while the MCMS Bylaws include a mechanism for the establishment of Board committees, as a small Board with just five directors we do not at this time foresee forming any Board committees. In the event Board standing committees are established, they will follow the requirements of the Brown Act and other applicable requirements of California law and the MCMS Bylaws.

ELEMENT V. STAFF QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). The Head of School shall hold an administrative services credential. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

QUALIFICATIONS OF SCHOOL EMPLOYEES

MCMS shall recruit professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its mission statement and vision. The Charter School will adhere to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony, a sex offense, or a controlled substance offense. All employees must furnish or be able to provide:

- Risk assessment or examination for Mantoux tuberculosis (TB)
- Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. Prior to the first day of work for every employee, MCMS will process all background checks through the Department of Justice and ensure appropriate clearance.
- Documents establishing legal status to work in the United States.

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by MCMS. General job descriptions will be developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff. The following descriptions of the responsibilities and qualifications for each position we anticipate at this time.

HEAD OF SCHOOL

The Head of School will be responsible for the day-to-day instructional and operational management of the school. He/she will oversee, embody, and advocate for the mission, vision, and strategic direction of MCMS. The Head of School will be passionate and completely dedicated to the MCMS mission and will have a steadfast belief that all students deserve an excellent public education emphasizing PBL and SEL to prepare students academically and emotionally for high school. The Head of School will have an unwavering belief that all students can achieve at the highest levels and can overcome challenges in a supportive school that is designed to meet students' individual needs. The Board shall hire and supervise the Head of School, who shall have day-to-day general supervision, direction and control of the affairs of MCMS, and such other powers and duties as the Board may prescribe. The Head of School shall not be a Board member but will generally attend all Board meetings.

The primary roles and responsibilities of the Head of School shall include/but are not limited to:

Instructional Program

- Oversee adherence to the Charter School's philosophy, mission, and vision and serving as the chief administrator and instructional leader of the Charter School.
- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Hire, supervise, and evaluate the faculty and school site staff.
- Observe and provide feedback for classroom observations.
- Design and review professional growth plan goals.
- Facilitate weekly professional development/staff meetings, summer PD and pupil-free PD days.
- Develop and implement a plan that ensures high levels of student achievement for all students and includes: benchmarks, assessments, classroom data, parent and student feedback.
- Develop and implement a plan to address students who are struggling through an MTSS model.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Provide individual student support by designing and evaluating ILPs, student intervention plans, attending IEP's, and designing a process for measuring and monitoring individual student growth both individually (including the MTSS process) and schoolwide/subgroup.
- Develop a plan based on the vision of the desired strong, positive, results-oriented school culture of MCMS that fosters strong relationships and meets the needs of all stakeholders (students, parents, and teachers) as it pertains to the MCMS culture,
- Lead via assessing and developing processes for continuously improving the MCMS school climate and culture.
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook.
- Conduct conferences about student and school issues with parents, students, and teachers.
- Use appropriate and effective techniques to encourage community and parent involvement, collaborating with the Parent Liaison.
- Plan, facilitate, and attend school functions (in collaboration with Counselor, Parent Liaison and other staff) such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Operational Functions

- Make reports to the Board on all facets of Charter School operations; advise the Board on the need for new and/or revised policies and making policy recommendations based on data and input from stakeholders and expert consultants (back-office, legal, etc.); collaborate with the Board in strategic planning and goal setting for the Charter School including preparing the initial LCAP and annual updates; provide input on the Board meeting agenda and help to ensure compliance with the Brown Act, Conflicts policy/code and other applicable laws in conjunction with the Board Co-Presidents.
- Develop the annual Charter School budget (including the LCAP) and any necessary revisions in collaboration with the administrative team, back-office services provider and stakeholders, and submit to the Board for review and approval.
- Oversee operating budgets (as approved by the Board) and continuously review financials including cash flow; seek and identify sources of income and funding resources for the Charter School.
- Approve all purchase orders and contracts up to \$5,000, subject to Board-approved policies.
- Serve as the point person with NVUSD, County, State and other governmental entities/community partners, ensuring effective communication and timely reporting.
- Report to the chartering agency when required.
- Attend District Board meetings as necessary and serving as the Charter School's primary contact with District representatives.
- Oversee legal matters in coordination with MCMS legal counsel and any outside consultants.
- Ensure compliance of the Charter School site and through all operations with the applicable laws, regulations, and District/County/State policies regarding public charter schools.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and MCMS policy, including accurate and timely reporting to applicable state, county and district entities, overseeing Operations Manager and other staff.
- Oversee facilities development and management, for both short and long-term occupancy.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage before- and after-school programs, elective enrichments and partnerships with community organizations that provide these programs (as applicable).
- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Lead outreach and solicitation of fundraising and partnership efforts with foundations, corporations, universities, community services organizations, charter school advocates (*i.e.*, CCSA, CSDC), and philanthropic partners.
- Lead community building and outreach to families, services partners, community leaders, etc. to establish MCMS as an important part of the Napa Valley community.
- Oversee the charter renewal process and any necessary material revision requests.
- Oversee all required reporting to the District, County, State and other relevant entities (*e.g.*, grant funders), including leading the annual LCAP review, goal setting and budget allocation process.
- Other duties as assigned by the Board.

Minimum Qualifications:

- A Bachelor's Degree from accredited college or university; advanced degree preferred.
- A California Administrative Credential or equivalent in experience.

- Evidence of successful administrative experience in a school serving a diverse student body, including ELs, SWD, SED students and foster/homeless youth.
- Demonstrated experience raising student achievement among a diverse group of learners, including low-income students, non-native English speakers, students of color, and other traditionally underserved populations.
- Teaching and/or supervisory experience in educational programs serving students and their families.
- Demonstrated track record of quality education and creative approaches to program management, development, and implementation.
- Demonstrated knowledge of the evidence-based curriculum for grade 6-8th, PBL and SEL strategies, and personalization/differentiation based on individual student needs.

Preferred Knowledge, Skills, Abilities, and Personal Characteristics:

- Demonstrated commitment to working with diverse students and families preferred.
- Spanish proficiency preferred.
- Five years of full-time teaching service preferred.
- Knowledge of state and federal laws and regulations applicable to public charter schools.
- A commitment to Charter School’s mission and vision and to working collaboratively with staff, parents, and Board members to make the best policy decisions possible for the success and longevity of the school and its students.
- Experience conducting parent/community outreach.
- Knowledge of and skill in effective budgetary processes and charter school finance.
- Ability to establish and maintain cooperative working relationships with the community at large, including potential donors and community/stakeholders: staff, faculty, parents, Board, NVUSD.
- Ability to select, train, supervise and support, and evaluate staff and a commitment to continued staff development as a means to improve the school’s program.
- Entrepreneurial ability to manage change and be responsive to community needs.
- Excellent communication, interpersonal, and presentation skills
- Strong, experienced manager with excellent leadership and team building skills
- Ability to productively organize, communicates, and disseminates policies, strategies, and tasks
- Familiarity with the developmental, behavioral, social, and academic needs of students in middle grades.

TEACHER(S)

The teacher reports to the Head of School and is responsible for the development and performance of the courses they instruct. The teacher fosters a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

The primary roles and responsibilities of Teachers shall include/but are not limited to:

- Foster a safe and nurturing learning environment in accordance with school policies and procedures focused on students’ social-emotional needs and development of positive character traits
- Organize classroom systems/procedures and manage student behavior to ensure that all students are fully engaged in learning with consistent practices across the school

- Establish an environment where students are excited about learning through engaging, dynamic learning activities such as project- and problem-based learning
- Develop lesson plans according to the CA CCSS and CA State Content Standards, collaboratively planning with fellow teachers to ensure interdisciplinary project-based learning across the curriculum
- Lead an Advisory group with collaboratively planned lessons for Social-Emotional Learning and “life skills,” as well as one-to-one monthly planning and review with students in creating and updating their ILPs
- Build strong relationships with students and parents, engaging in two SLCs for each student each year, trimesteral report cards, online access to real-time data about student performance and progress and home-school communications as needed
- Identify students’ areas for improvement and short- and long-term learning and behavioral goals in their ILPs and be able to work with students, families, and internal resources to suggest options for improvement
- Provide continual assessment of student progress and engage in collaborative data review on a weekly basis with peer teachers, Counselor, EL Coordinator and other staff
- Maintain student records, and complete assigned paperwork in provided timeframes
- Collaborate with Special Education Teacher(s), Counselor, SpEd therapists and consultants, and EL Coordinator (starting Y3) to meet the needs of all students
- Attend and implement PD training throughout and beyond the school year, including weekly PD and collaboratively planning time with peer teachers
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities
- Additional duties as may be assigned by the Head of School

Minimum Qualifications

- Bachelor's degree from an accredited college or university
- Master’s degree in subject matter field or Education (strongly preferred)
- Must possess, or be in the process of completing, a current California teaching credential; CLAD or BLCAD strongly preferred

Preferred Knowledge, Skills, Abilities, and Personal Characteristics:

- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate

SPECIAL EDUCATION TEACHER(S) (CERTIFICATED)

Special education teacher(s) work with students who have been designated IEPs, adapting general education lessons and teaching various subjects to students with mild to moderate disabilities.

The primary roles and responsibilities of the Special Education Teacher shall include/but are not limited to:

- Assess students’ skills and determine their educational needs

- Adapt general lessons to meet students' needs
- Plan activities that are specific to each student's abilities
- Teach and mentor students in small groups, and one-on-one
- Implement IEPs, assess students' performance, and track their progress
- Update IEPs and ILPs to reflect students' progress and goals in accordance with school policies and applicable laws
- Discuss students' progress with parents, Parent Liaison, Counselor, EL Coordinator, teachers and other personnel as appropriate
- Supervise and mentor instructional aides who work with SWD
- Collaborate with outside services providers and consultants, as well as partner community service agencies as needed
- Attend SSPT meetings as needed and ensure appropriate follow-up
- Assist Head of School in ensuring compliance with all applicable laws and policies related to MCMS' SWD
- Prepare and help students transition from grade to grade and to life outside school
- Additional duties as may be assigned by the Head of School

Minimum Qualifications:

- A Bachelor's degree in Special Education; Master's is a plus
- Valid state special education certificate
- Completion of a student-teaching program
- Proven experience as a Special Education Teacher or relevant role
- Strong knowledge of current special education topics and methodologies
- Experience working with children with a wide range of disabilities
- A patient, resourceful, and resilient personality
- Excellent interpersonal and communication skills

COUNSELOR

The Counselor will work directly with students and staff to ensure that students' social and emotional needs are met, providing one-on-one and group therapy utilizing cognitive behavioral therapy strategies and collaborating closely with teachers and other staff.

The primary roles and responsibilities of the Counselor shall include/but are not limited to:

- Identify and provide intervention strategies for students and their families, including counseling, case management, and crisis intervention
- Providing individual and small group counseling to students in need (prevention, intervention, as well as DIS counseling, if designated on student IEP)
- Work collaboratively with SSPT, teachers/advisors and other support personnel regarding social and emotional needs of students
- Collaborate with outside agencies and organizations to provide referrals for students and families to needed services (counseling but also health, housing/food assistance and other supports), and coordinating with foster/homeless youths' social workers and other supports
- Create and implement curriculum for Advisory regarding Social-Emotional Learning and collaborate with teachers to implement and differentiate as needed

- Be available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- Counsel students to help them better understand themselves and others and to affect changes in behavior, attitudes, motivations, self-concepts, and other important areas of human behavior; assist students to plan realistic goals; help them discover their aptitudes and abilities, discuss goals and interests
- Help interpret test results for students and parents
- Provide individual and group counseling regarding issues of social emotional and personal adjustment
- Maintain professional standards and school environment that is productive, safe and focused
- Participate in PD, including outside conferences
- Participate in other events aimed at promoting or developing MCMS (*i.e.*, student recruitment, partnerships with outside community service organizations, etc.)
- Other duties as may be assigned by the Head of School

Minimum Qualifications:

- Pupil Personnel Services Credential with authorization in Counseling
- Bachelor's Degree; Master's Degree preferred
- Two or more years of prior counseling experience strongly preferred
- Experience with trauma-sensitive practices, including cognitive behavioral therapy, strongly preferred
- Bilingual Spanish preferred

PARENT LIAISON (CLASSIFIED)

The Parent Liaison serves as a liaison between home and school, coordinates parent education and support programs, leads student recruitment/outreach efforts, leads community outreach to establish partnerships in the community to benefit MCMS families and provides support to MCMS students and families to help meet their needs.

The primary roles and responsibilities of the Parent Liaison shall include/but are not limited to:

- Lead student recruitment/outreach in the community including coordinating volunteer distribution of flyers, scheduling and hosting Open Houses, coordinating door-to-door canvassing (as needed), hosting other outreach events in the community and representing MCMS at community events
- Assist office staff in collecting lottery application forms, enrollment packets and responding to prospective parent/guardian questions
- Conduct outreach in the community to establish partnerships for MCMS with community services organizations such as health clinics, legal clinics, housing, food, and other services providers; maintain list of partners and referral agencies and refer families as needed
- Coordinate and collaboratively plan with Head of School and other staff a series of parent education workshops (at least one monthly) on topics of interest to parents, including supporting their children's development, positive communication strategies, supporting academic success at home, high school A-G requirements, college readiness/awareness, drug/alcohol awareness, and more. Promote events to parents/guardians, encourage attendance, track parent sign-ins
- Support Head of School in planning and implementing school events including Orientation, Back-

to-School Night, monthly cafecitos with the Head of School, SLCs, celebrations of learning, assemblies, etc.; promote events to the school community, invite parents and community members (as appropriate) to events and collect sign-in sheets

- Serve as first point of contact between school and home regarding attendance issues for unexcused absences, in accordance with MCMS policy; contact parent/guardians as needed regarding unexcused absences and follow-up as needed to request meeting between parents/guardians and school leader
- Assist school leaders in creating and distributing school newsletters, flyers, report cards, email blasts, website updates and other information
- Schedule and request parent participation in conferences, meetings and other activities as requested by school leaders and counseling staff
- Serve as an informational resource to parents, staff and others concerning school programs, services, attendance issues and other matters
- Train parents/guardians in using Aeries and Echo and ensure computers are available on campus for parent use to check student information
- Help distribute and collect annual stakeholder surveys and encourage participation

Minimum Qualifications:

- Associate’s Degree; Bachelor’s degree preferred
- Two years’ experience working with students or families in a social services or educational environment
- Bilingual in Spanish
- Excellent communication and presentation skills

INSTRUCTIONAL AIDE(S)

Instructional Aide(s) will support teachers in the classroom in differentiating learning and meeting individual student needs, with a focus on SWD and others with special needs.

The primary roles and responsibilities of the Instructional Aide(s) shall include/but are not limited to:

- Assisting students on an individual basis or in small groups
- Assisting classroom teacher(s) in implementing instructional materials, following classroom and school-wide discipline plans, and general supervision of students
- Monitoring students on the play yard, on field trips and during lunch to ensure health and safety
- Other duties as assigned

Minimum Qualifications:

- Possess High school diploma or equivalent
- Possess at least 48 trimester units of college coursework
- Knowledge of English grammar and punctuation

OPERATIONS MANAGER

The Operations Manager will support the Head of School in daily operations of MCMS. The Operations Manager will be selected by and report to the Head of School.

The primary roles and responsibilities of the Operations Manager shall include/but are not limited to:

- Planning, establishing, and supervising the implementation of clerical procedures to insure timely preparation and submission of reports and records
- Supervising clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment
- Reviewing communications, bulletins, reports, and other items, and providing information to school personnel, parents, students, and others
- Interpreting District and school policies; coordinating and providing approved information to parents, students, school personnel, and the public
- Preparing a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software
- Compiling, interpreting, and coding data from various sources; entering data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and preparing related reports
- Checking forms and records for completeness and accuracy
- Maintaining files, records, and other information
- Responding to employee/public inquiries by telephone and in person to provide or request information
- Ordering, receiving, and distributing office supplies, instructional materials, etc.
- Organizing files and keeping accurate records
- Preparing school reports such as attendance reports and payroll, in collaboration with back-office services provider
- Dealing tactfully with administrators, employees, parents, students, and the public
- Demonstrating initiative and good judgment while working under pressure with frequent interruptions
- Other duties as may be assigned by the Head of School

Minimum Qualifications:

- Commitment to the mission and vision of MCMS and the success of the Charter School
- A.A. degree required; Bachelor's preferred
- Two years of experience in office managerial work; experience in a school office preferred
- Proficient with Microsoft Office and Google programs
- Bilingual Spanish/English strongly preferred
- Strong organizational skills, time management skills and the ability to work both independently and with a team

STAFF EVALUATION

MCMS will develop a Board-adopted comprehensive annual evaluation policy and procedure for all staff. The Head of School will be evaluated at least once annually by the Board of Directors. All staff will be trained at the start of the school year regarding the evaluation policy, specific annual goals and objectives, and procedures for evaluation, including formal and informal classroom observations.

PROFESSIONAL DEVELOPMENT

Please refer to the section in Element I that contains extensive details about our planned comprehensive and targeted professional development and support of all educators at MCMS.

ELEMENT VI. HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in sub paragraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

PROCEDURES FOR BACKGROUND CHECKS

All employees of MCMS, all volunteers who will be performing services that are not under the direct supervision of a credentialed MCMS employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code sections 44237 and 45125.1. All non-credentialed applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Head of School shall monitor compliance with this policy (the Board President shall monitor fingerprinting and background clearance of the Head of School) and make quarterly reports to the Board. MCMS will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. MCMS shall also ensure that the Head of School receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

FACILITIES COMPLIANCE WITH STATE AND LOCAL BUILDING CODES

MCMS shall comply with Education Code section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code section 32001 and in conjunction with the NVUSD (if at District facilities).

FACILITIES COMPLIANCE WITH FEDERAL REQUIREMENTS, INCLUDING THE AMERICANS WITH DISABILITIES ACT

MCMS shall comply with all federal requirements for public charter school facilities, including applicable provisions of the Americans with Disabilities Act.

MCMS' SAFETY AND DISASTER PLANS

The health and safety of MCMS staff and students is the highest priority for the Charter School. As such, MCMS will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts once the facility is finalized.

MCMS will train all staff at least annually in these Policies and Procedures. Emergency response drills will be held regularly for all students and staff. MCMS will periodically review, and modify as necessary, our Health and Safety Policies and Emergency Policies and Procedures, and keep these documents readily available for use and review upon request.

The Health and Safety Policies and Procedures will address, at a minimum, the following:

- Child Abuse Reporting
- Child predators (gates, walls, pick-up and drop-off, etc.)
- Sexual/Other Harassment Reporting
- Asbestos management
- ADA adherence
- Food service safety
- Blood borne pathogens
- Pest management
- FERPA
- Immunizations
- Tuberculosis Risk Assessment and Examination
- Medication in school
- Vision, hearing, and scoliosis screening
- Student Illness & Injury Policies

Emergency Policies and Procedures will address, at a minimum, the following:

- Earthquake
- Fire
- Terror threats
- Hostage situations
- School lock-down procedures
- Evacuation plans
- Safety drills
- Annual testing of sprinkler systems, fire extinguishers, and fire alarms

The following is a summary of the Health and Safety Policies and Procedures of MCMS. MCMS may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, epidemics or health outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

SCHOOL SAFETY PLAN

Pursuant to Assembly Bill 806, MCMS shall develop its comprehensive school safety plan pursuant to the requirements of AB 806 and the relevant Education Code requirements, including Education Code Section 32282, and shall review and update the plan annually by March 1.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

In accordance with state law, all MCMS employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code section 44691 and sign a document verifying notification and understanding regarding this responsibility.

BLOOD-BORNE PATHOGENS

MCMS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. MCMS will establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code section 49406. MCMS shall maintain TB clearance records and certificates on file.

IMMUNIZATIONS

MCMS will adhere to all laws related to legally required immunizations for entering students as is required of public schools pursuant to Health and Safety Code sections 120325-120375, and Title 17, California Code of Regulations section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. MCMS will also monitor and comply with all federal and state or District mandates regarding COVID vaccines.

MEDICATION IN SCHOOL

MCMS will adhere to Education Code section 49423 regarding administration of medication in school. MCMS will adhere to Education Code section 49414 regarding epinephrine auto-injectors and training for staff members.

AUXILIARY SERVICES

School staff will conduct annual reviews to ensure all auxiliary services are safe by developing appropriate policies and awareness training.

VISION/HEARING/SCOLIOSIS SCREENINGS

MCMS shall adhere to Education Code section 49450, *et seq*, to provide screening of students' vision, hearing, and scoliosis to the same extent required of non-charter public schools, as applicable to the grade levels served by MCMS.

DIABETES

The Charter School provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY

MCMS shall maintain a policy on student suicide prevention in accordance with Education Code section 215.

EMERGENCY PREPAREDNESS

MCMS shall adhere to our Emergency Policies and Procedures containing procedures for safety, drafted specifically to the needs of the school facility and approved by the Board. These policies shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The policies shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

MCMS shall function as a drug, alcohol and tobacco-free environment.

FEMININE HYGIENE PRODUCTS

Pursuant to the requirements of Education Code section 35292.6, MCMS shall ensure at least 50 percent of the school's restrooms are stocked with feminine hygiene products at all times should the school maintain any combination of classes from grade 6 to grade 12, inclusive, that meets the 40-percent pupil

poverty threshold required to operate a schoolwide program pursuant to section 6314(a)(1)(A) of Title 20 of the United States Code.

MCMS shall not charge for any menstrual products provided to pupils, including, but not limited to, feminine hygiene products as that term is defined in Education Code section 35292.6(c).

FACILITY SAFETY

MCMS shall comply with Education Code section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code section 32001 and in conjunction with NVUSD (if at District facilities).

FERPA

MCMS, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

STUDENT RECORDS

MCMS will establish and adhere to procedures related to confidentiality and privacy of student records. MCMS will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with MCMS policies. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records will be requested from the respective district.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Head of School shall serve as MCMS's Custodians of Records.

IMMIGRATION POLICY

MCMS will comply with the requirements of Education Code section 234.7 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

CALIFORNIA HEALTHY YOUTH ACT

MCMS will comply with the California Healthy Youth Act (Education Code sections 51933-51934), which requires charter schools to teach sexual education and HIV prevention to students in grades 7 to 12 at least once in junior high or middle school and at least once in high school.

STUDENT DEBTS

The Public School Fair Debt Collection Act (Education Code section 49014, Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, MCMS school shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

MENTAL HEALTH SERVICES

MCMS will notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both per the requirements of Assembly Bill 2022 (Education Code section 49428).

PREGNANT AND PARENTING STUDENTS

MCMS shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Assembly Bill 2289 (Education Code sections 221.5, 222.5, and 46015).

BULLYING

MCMS shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall make available to certificated school site employees and all other school site employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention in compliance with Assembly Bill 2291 (Education Code sections 234.4, 234.6 and 32283.5).

SEXUAL HEALTH AND HIV PREVENTION

MCMS shall provide “age appropriate” comprehensive sexual health and HIV prevention education at least once in middle school.

ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

MCMS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. MCMS shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with MCMS’s anti-discrimination and harassment policies.

MCMS will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.

SAFE PLACE TO LEARN ACT

MCMS shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq., including the posting of the required school policies on its website.

TRIBAL REGALIA/OBJECTS OF RELIGIOUS OR CULTURAL SIGNIFICANCE

MCMS will allow students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by MCMS and would allow the school, under specific circumstances as set forth in the law (Education Code section 35183.1), to limit items that would create a substantial disruption of, or material interference with, the school ceremony.

HUMAN TRAFFICKING

Pursuant to the requirements of Assembly Bill 1861 (2018) and Senate Bill 1104 (2018) (Education Code section 51934), MCMS shall provide information to its students about how social media and mobile device applications are used for human trafficking and shall identify the most appropriate methods of informing parents and guardians of pupils of human trafficking prevention resources and implement these methods.

CHILD HUNGER PREVENTION AND FAIR TREATMENT ACT

The Child Hunger Prevention and Fair Treatment Act of 2017 (Education Code section 49557.5), among other things, requires certain local educational agencies, as defined, that provide school meals through the federal National School Lunch Program or the federal School Breakfast Program to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid school meal fees would receive under that local educational agency's policy.

MCMS will ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

HOTLINES

Existing law (Education Code section 215.5) requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, and authorizes those schools to have printed on the identification cards certain other suicide-prevention and emergency-response telephone numbers.

If MCMS issues pupil identification cards, MCMS will have printed on the identification cards the telephone number for the National Suicide Prevention Hotline.

MIGRATORY CHILDREN

MCMS will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. MCMS will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

COMPLIANCE WITH STATE AND FEDERAL ENVIRONMENTAL LAWS

MCMS shall comply with all applicable state and federal environmental laws pertaining to its charter school operations and facilities.

ELEMENT VII. RACIAL AND ETHNIC BALANCE

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Ed. Code § 47605(c)(5)(G).)

While we cannot predict our enrollment demographics with specificity, particularly since enrollment is determined by lottery as a public charter school, as illustrated below, using Redwood MS as the nearest existing middle school and Shearer ES as the nearest elementary school to our planned facility of St. John the Baptist Church School at 938 Napa Street in Napa, the immediately surrounding residents are predominantly Latino/Latina and SED, with a significant percentage of ELs.

	Total Enrollment 2020-2021	SED	EL	RFEP	SWD	Foster/ Homeless	Hispanic/ Latino	Asian/ Filip.	Black	White	Two+ Races
Shearer ES	434	90%	62%	0%	17%	2%	92%	0%	0%	7%	0%
Redwood MS	808	60%	24%	4%	16%	2%	66%	1%	1%	30%	2%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp>.

As detailed in Element I, our goal is to create an intentionally mixed socio-economic, mixed race/ethnicity learning environment so that our students can benefit from learning from diverse peers in a setting that is reflective of the diversity in our local community and the world at large.

We have conservatively budgeted for an “unduplicated” pupil count of SED, EL and Foster Youth of 60%. We expect a significant number of EL students (24% at Redwood MS, and; across NVUSD, 21% of middle grades students are classified as EL with 8% RFEP; we also anticipate that most of our EL students will be LTELs, along with some newcomers.) Based on NVUSD middle grades enrollment, we anticipate that approximately 12% of our students will be SWD, though the closest elementary and middle school to our planned facility have higher-than-District average enrollment of SWD, with Redwood MS at 16%. Finally, 2% of Redwood MS’s students are Homeless/Foster Youth (the same rate as the District average); we anticipate the same or higher rates and will give enrollment preference to these students.¹⁷⁵

HOW THE SCHOOL LEADERS ENSURE ENROLLMENT REFLECTS NVUSD/TARGET COMMUNITY

MCMS is working hard to ensure our school enrollment is reflective of the target community in Napa Valley in race/ethnicity, EL status (ELs and reclassified students), SWD, SED status and other characteristics. As detailed in Element I, MCMS’s student-centered, personalized and engaging model is designed to serve these students’ needs, including those students who have not had success in traditional

¹⁷⁵ dq.cde.ca.gov/dataquest/

schools to date. MCMS has been, and will continue to use a variety of strategies (limited by the pandemic) for outreach in the community in order to ensure that families – including those who are “hard-to-reach” – learn about our new school and the opportunity to enroll.

While the COVID global pandemic has significantly curbed the ability to meet in person, we already have collected parent signatures from 110 parents who are “meaningfully interested” in having their child enroll in 2022-23 at MCMS – with a total of 122 students represented by these signatures (*i.e.*, siblings/twins). We also have more than 500 people “following” us on social media and 162 families registered on our website to receive updates. To date, we have primarily relied on social media and word of mouth to get the word out about MCMS. We launched a new website where people can register their interest in the new school. Parent/community outreach will be our primary focus after we submit this petition. (Parent signatures are included in Appendix D; we also provide signatures from teachers in support of this charter petition in Appendix C.)

Throughout the fall and into our initial Open Enrollment period (see Element VIII, below), we will have the opportunity to launch a much more robust public relations campaign and to engage in more targeted community outreach. On August 30th, we began a series of posts, blog posts, articles and interviews on social media and our website to introduce the Napa community to MCMS: unique aspects of the curriculum, interviews with members of our Council of Supporters, and other interesting things about the MCMS founding team and our plans. We plan to host community outreach events at the Napa Farmer’s Market, local parks or the library, post and distribute flyers about our new school throughout the community (with a heavier focus near the school facility), and engage parents and community members in conversations about plans for the new school; all communications will be in Spanish and in English.

Since the District announced the closure of River MS, many families have expressed interest already in enrolling in MCMS and have provided our founders with their feedback and input about families’ desire for a high-quality public middle school option that combines project-based learning with social-emotional learning and development. Many families want a continuous K-12 program with the New Tech Network model that is in place at Napa Junction Elementary School and New Tech High School. While Napa Junction ES is some distance from our planned facility, we will ensure families there know about this exciting new option to enroll their children in a middle school that utilizes the NTN model.

While Covid-19 has had a significant impact on our ability to conduct person-to-person outreach and events, we remain committed to spreading the word and ensuring families learn about our school.

COMMUNITY PARTNERS

As detailed in Element I, MCMS will partner with community organizations to help spread the word about MCMS and the opportunity for families with middle grades children, as well as provide services for our students and families. These organizations include the following potential partners:

- Mentis Napa
- Boys and Girls Club of Napa Valley
- Girls on the Run
- Napa Parks and Recreation
- Cope Family Center
- Aldea Family and Children’s Services

- Community Action of Napa Valley (CANV)
- Napa Food Bank
- Napa CASA
- Napa Emergency Women's Services
- Community Resources for Children
- Napa Valley Community Foundation
- Napa Chamber of Commerce
- Napa Little League, Youth Soccer and other sports leagues

OUTREACH STRATEGIES

The following strategies will help us reach out to families in the target community:

Flyers: We will create flyers in English and Spanish, briefly highlighting our school's mission and some key highlights of interest to families (*e.g.*, student-centered, personalized model with customized support for each student and engaging PBL and tech integration; time daily for one-on-one and small group tutoring and support with teachers and aides, including for English Learners and SWD; on-site counseling and a schoolwide focus on SEL; safe and welcoming where every student is well known; hot breakfast and lunch each day, etc.) Flyers will include information about how to apply, links to our school website, a phone number, and invitations to community meetings (which will be held on Zoom as needed, or outdoors, where families can socially distance).

Flyers will be distributed at the organizations listed above, as well as local parks, libraries, laundromats, markets, faith-based organizations, and more. Door-to-door canvassing and/or mailers will be utilized once the school facility is finalized.

Electronic Media: We will utilize a website and social media to provide information about the school's instructional model, the lottery application and enrollment process, upcoming informational sessions (held via Zoom as needed, or outdoors), Board members and school staff, job openings, and more. The website will include contact information. All information on the website will be provided in Spanish as well.

Community Meetings: MCMS will hold community meetings open to the general public, to inform families about MCMS. As noted above, due to Covid-19 restrictions, as necessary, these meetings will be held via Zoom or Google Hangouts, or in outdoor locations where families can readily socially distance. Once the Charter School is open, Open House meetings will be held at least monthly during the open enrollment period for families to see and tour the school site. At each meeting, an MCMS representative will collect interested families' information including name, address, telephone number and email address for future communications about student matriculation and other activities.

Advertising/Media: As needed, MCMS will purchase advertising in local print, radio and online media in Spanish and English to advertise our school and open enrollment. Banners may be displayed in the area near the school. Our Head of School will seek to have local media feature positive news stories about our students and staff to highlight MCMS in the community.

We know that once our doors are open especially, the most powerful driver of outreach and enrollment will be our families and word of mouth. While this will not take the place of the foregoing activities, our families will be encouraged to spread the word about MCMS during open enrollment and invited to distribute flyers at their favorite businesses and locations in the community, talk to their friends about the school, and encourage families to visit our website. Students may be asked to participate in helping to give tours and presentations and helping design flyers and social media posts about the school.

The MCMS Board will review outreach efforts annually, including reviewing outreach material content and languages, locations and frequency of recruiting activities, and compare with geographic information of applicants. The Board will direct MCMS staff to broaden outreach efforts as needed in order to achieve the goal of enrolling a student population that is reflective of the District.

ELEMENT VIII. ADMISSIONS POLICY AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

In accordance with AB 699 enacted on October 4, 2017, the school’s non-discrimination provision shall include immigration status.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s actual or perceived disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English learner status, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, association with an individual who has one or more of such actual or perceived characteristics, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter school may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this charter.

ADMISSION REQUIREMENTS

MCMS will be an open enrollment, tuition-free public school. MCMS will admit all pupils who wish to attend the school as outlined in Education Code section 47605(e)(2)(A), up to enrollment capacity. Enrollment to the Charter School shall be open to any resident of the State of California but there are no specific admission requirements for the school (e.g., minimum grade point average, test scores, discipline records, etc.). The Application Form shall request:

- the student’s first and last name, birthdate, grade level entering
- parent/guardian’s first and last name, address, phone number, alternate phone number, email address, and preferred method of contact (phone, text or email)
- for purposes of enrollment preferences (as detailed below):
 - whether the student is a resident of NVUSD
 - whether the student has a sibling who attends or is applying to MCMS, and if so, his/her grade name and grade level
 - whether the student is the child of an MCMS teacher, staff member or Founding Parent¹⁷⁶
 - whether the student is a foster or homeless youth¹⁷⁷
 - whether the student resides within the attendance boundaries of Shearer Elementary School.¹⁷⁸

¹⁷⁶ The Board will establish a Founding Parent Policy in the coming weeks that is consistent with all applicable federal and state laws and Federal Non-Regulatory Guidance (to ensure MCMS remains eligible for federal funding, including the start-up federal Public Charter Schools Grant Program (PCSGP) which is administered by the California Department of Education). A Founding Parent will be required to volunteer a significant number of hours (at least 75) prior to the opening of MCMS in August 2022, towards MCMS’ planning, design and initial implementation.

¹⁷⁷ A detailed definition of “homeless” will be provided in accordance with the McKinney-Vento Homeless Assistance Act, see, e.g.,: <https://www2.ed.gov/programs/homeless/guidance.pdf>, Question A-3.

¹⁷⁸ Our anticipated location at St. John the Baptist church facility qualifies for funding under the Charter School Facility Grant Program SB 740, giving preference to residents of the attendance zone for the NVSD elementary school (Shearer Elementary) in which the MCMS facility is located. If for some reason this facility is not finalized, we will secure a suitable facility and determine whether it qualifies for SB 740 funding.

No other information about the student will be requested prior to the lottery.

Parents and students admitted to the school will be requested to attend an orientation session to review school policies and procedures and learn about the opportunities provided by the school, but their attendance or lack of attendance does not impact their student's admission. The Head of School will work to ensure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

MCMS shall comply with Education Code section 47605(e)(4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent, guardian, or student as required.

LOTTERY PREFERENCES AND PROCEDURES

Application Forms will be accepted during a publicly advertised open enrollment period, which will typically be from October to late February. An explanation of the timeline, rules, and procedures to be followed during the open enrollment and lottery processes will be available on our website in English and Spanish and in the Charter School's main office (and additional languages if needed). The process also will be verbally explained to any families who call, or hand-deliver a paper Lottery Application form in-person. Parents can also apply on-line.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether the Charter School has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing (lottery).

Public notice of the lottery will be posted in the Charter School's main office, on the Charter School website, and on distributed informational flyers. The notice will include the date, time and location of the lottery (typically early March) and will encourage families to attend. The lottery will be held on a weekday evening to maximize attendance at an easily accessible public location that can accommodate all interested families, such as the MCMS school site. Parent attendance at the lottery is not required in order to secure enrollment for a student.

The lottery will be conducted by a non-interested member of the staff (*i.e.*, one with no family member participating in the lottery) who draws the pupil names and verifies lottery procedures are fairly executed. Those individuals whose names are drawn after all spaces have been filled will be placed on the waitlist in the order drawn. Application Forms, the record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be retained on campus, and lottery results and waitlists (determined in the order names are drawn in the lottery) will be readily available in the Charter School's main office for inspection upon request. Each applicant's Application Form is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

Those who apply after the open enrollment period are added to the end of the waitlist in the order they are received. In the event that no such waitlist exists because space is available, students will be enrolled on a first come, first served basis.

ADMISSION PREFERENCES

After the first year of the Charter School, students who are already enrolled will be exempted from the lottery. MCMS offers the following enrollment priority in the lottery:

1. Students residing in the Napa Valley Unified School District
2. Siblings of admitted students
3. Children of teachers, staff and Founding Parents of MCMS (up to 10% of enrollment)
4. Foster Youth and/or Homeless Youth
5. Students who are currently enrolled in or reside in the attendance area of Shearer Elementary School.

No other exemptions or preferences shall be given. Our reasoning for including these preferences is as follows: The exemptions for existing students and preference for residents of the District are required by law. The preference for siblings of admitted students is meant to help families ensure their eligible children attend the same school, and help to build community at the school. The preference for children of teachers, staff and Founding Parents (up to 10%) is meant to honor our hardworking teachers, staff and volunteer parents who contribute to the successful planning and implementation of MCMS. We are offering a preference for foster youth and/or homeless youth in order to ensure these high-need students are able to enroll at MCMS if they so desire. The preference for students who live in the attendance boundaries of the designated local elementary school (Shearer Elementary, pending finalization of a lease with St. John the Baptist for use of their facility), will ensure MCMS is eligible for SB 740 facilities funds. Furthermore, the above preferences do not limit access for pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, foster youth or homeless pupils, or pupils who are economically disadvantaged as determined by eligibility for any free or reduced-price meal program, or pupils based on nationality, race, ethnicity, or sexual orientation.

ENROLLMENT PROCESS

Within two weeks of the lottery, families will be notified in writing of their enrollment status (offered enrollment or placement on the waitlist). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks to secure their child's spot at MCMS. The Charter School will hold a Pre-Enrollment informational session after the lottery and before the registration date to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of at least the following:

- Student Enrollment Form (including a variety of mandated information about the student)
- Proof of Immunizations
- Home Language Survey
- Emergency Medical Information Form

The waitlist will include contact information of the families not admitted through the lottery. If a position becomes available, MCMS will contact the family of the student on the top of the waitlist by phone and in writing by email to offer their student admission to the Charter School. If a family is notified prior to August 1st, the family will have ten (10) calendar days from sending the written notice to confirm enrollment and return a completed enrollment packet. If a student is notified after August 1st, they will

have 72 hours from sending the written notice to confirm enrollment and return a completed enrollment packet. Should the family decline the position, the next family on the waitlist will be contacted until the open position is filled. The waitlist for the current school year remains active until the end of the school year and does not “roll over”; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

A copy of all application forms, enrollment packets, waitlists, and lottery results will be kept on file in the MCMS main office and will be readily available for inspection by District representatives.

ELEMENT IX. INDEPENDENT FINANCIAL AUDIT

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code, § 47605(c)(5)(I).)

An annual independent financial audit of the books and records of MCMS shall be conducted as required by Education Code sections 47605(c)(5)(I) and 47605(m). The books and records of MCMS shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of MCMS to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors appoints an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any MCMS staff, including the Head of School. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee is responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Head of School is responsible for working with the auditor to complete the audit.
- The Audit Committee is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant findings noted by the auditor.
- The Board of Directors reviews and approve the audit no later than December 15.
- The Head of School is responsible for submitting the audit to all required agencies no later than December 15.

RESOLVING AUDIT EXCEPTIONS AND DEFICIENCIES

The audit committee will review any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board will report to NVUSD regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of NVUSD.

MANNER IN WHICH AUDIT WILL BE MADE PUBLIC

Upon completion of the audit each year, the audit will be accepted by the NVOE Board of Directors at a public meeting and made available upon request.

MANNER IN WHICH MCMS WILL PROVIDE NVUSD WITH REGULAR FINANCIAL UPDATES

As detailed under the section, *Financial Planning, Reporting And Accountability* under “Miscellaneous Charter Provisions” following Element XV, below, MCMS will provide NVUSD and the Napa County Office of Education with all required financial updates and reporting.

ELEMENT X. SUSPENSION AND EXPULSION POLICY AND PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, ‘involuntarily removed’ includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

MAINTAINING ATTENDANCE AND DISCIPLINE RECORDS

MCMS will maintain all attendance and discipline records in accordance with applicable laws and regulations regarding public charter schools.

SCHOOL DISCIPLINE POLICY

As we have reiterated throughout this charter petition, we believe students learn best in a safe and healthy environment where they are well known by caring adults, where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. To set clear expectations for students, the student discipline policies at MCMS will be further refined as MCMS solicits and encourages input from parents, teachers, and students, particularly through the School Site Council. These policies will be distributed in the MCMS Student/Family Handbook and will describe the Charter

School's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse, among other topics. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

MCMS staff will develop a detailed and comprehensive set of student discipline policies through the work of a group formed by the Head of School that will include interested parents, students, teachers, counselor and staff by August 1, 2022. The Charter School will implement a behavior system that emphasizes and recognizes positive behavior, based on research that indicates that positive behaviors are associated with positive academic outcomes,¹⁷⁹ while negative behaviors (*e.g.*, inattention, distractibility, and withdrawn behaviors) are associated with negative academic outcomes.¹⁸⁰ As discussed in Element I, MCMS will work to establish a positive school culture framed by our school's core values. School leaders and teachers will introduce students to expected behaviors, the core values, and different procedures during Orientation and the first days of school.

MCMS's discipline policy will be rooted in our whole child model of support and PBIS, with restorative justice practices underlying peer communication, support and conflict resolution. Through our MTSS program, our SSPT will utilize a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful at MCMS and throughout secondary school, college, and beyond and to make every effort to keep students in class. The SSPT will lead efforts to support individual student's needs and provide differentiated behavioral support for students who need it. This will include identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher input) and implementing behavior monitoring and coordinated behavior plans, including target goals included in their ILPs (Tier 1), behavior trackers/plans (Tier 2), and frequent communication with parents/guardians. For extreme cases, the Charter School will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems. Additionally, our Counselor will help support our students' social-emotional needs and collaborate with staff in supporting individual student needs, including, as needed, coordinating with other social workers, agencies and organizations supporting the student/family.

There are a variety of other alternatives to suspension that will also be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes (where feasible)
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent/guardian meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning

¹⁷⁹ Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993.

¹⁸⁰ Akey, 2006; Kane, 2004.

- Loss of Privileges
- Notices to parents by phone or letter
- Referral to the Head of School
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

IMPLEMENTING DISCIPLINE POLICY IN CLASSROOMS; TEACHING STRATEGIES TO ENSURE STUDENTS ARE ON TASK AND FOCUSED ON LEARNING

As detailed in Element I in the Section on Instructional Strategies, MCMS’s teachers will implement a variety of differentiated strategies in the classroom to meet each individual student’s needs in our highly personalized program. Through our student-centered approach, the intent is that students will be engaged and focused through approaches that are designed based on their needs, rather than the needs of the teacher, or the state’s standards, or some other measure.

Discipline policy will be implemented transparently, equitably and with fidelity across classrooms. Through ongoing coaching by both school leaders and counseling staff, teachers will develop expertise in “reading the room,” and signals from students who are acting out, diffusing escalations, and other strategies in a continuous effort to avoid the need for discipline and redirect behavior to a more positive and effective outlet. Teacher/staff compassion and understanding will be a hallmark of our trauma-sensitive approach.

MINORITY STUDENTS AND STUDENTS WITH DISABILITIES

As detailed extensively in Element I, MCMS will implement various strategies to help ensure that no one student group is disproportionately represented in discipline, including but not limited to:

- *Social-Emotional Learning*: Our model is focused both on students’ academic and intellectual development, as well as their social-emotional development during this crucial adolescent stage. We anticipate that many of our student population will have encountered numerous “adverse childhood experiences” (ACEs) or traumas in their young lives. Particularly when multiple and/or ongoing ACEs are involved, students often exhibit a “flight, fight or freeze” response to stimuli that would not cause a similar reaction in a child who has not experienced ACEs. One of the fundamental components of our discipline framework will be an emphasis on understanding students’ social/emotional needs, including a policy of compassionate communication. Teachers and staff will work to help students develop a sense of belonging while cultivating critical communication, conflict resolution and character skills.
- *MTSS*: The SSPT will lead a collaborative approach of highly trained teachers and a counselor to provide tiered behavioral supports to ensure that every student receives specifically targeted intervention and support for their psychosocial needs.
- *Small School Environment*: The enhanced social relationships of small school environments have shown to increase trust and positive attitudes among students and staff, while decreasing violence and conflict. MCMS will be a relatively small school and will create small learning

communities where relationships between adults and students are sustained over time ensuring that no child, regardless of their background, falls through the cracks.

- *Positive School Culture:* Through our trauma-sensitive PBIS approach, we will also use principles of Restorative Justice to teach students how to grow and learn from a mistake. Using a combination of methods learned in the Second Step program and the New Tech Network learning outcomes we will expressly teach students how to develop and express conditions of empathy, respect, kindness, and love throughout our school community. Students will see the respect with which adults at MCMS hold one another and learn to communicate with one another in the same ways. The humanity and dignity of every student is paramount; our discipline and safety policies will always be reflective of this deeply held belief.

Discipline data, including the number of suspensions and expulsions, will be tracked and monitored regularly by MCMS's school leaders and adjustments to the above strategies will be implemented as necessary.

PERIODIC REVIEW

The Discipline Policy, including the lists of offenses for which students are subject to suspension and expulsion, will be periodically reviewed by the School Site Council in collaboration with the Head of School, and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements. And changes to the MCMS Discipline Policy will be approved by the Board of Directors. The Head of School also will consult with outside legal counsel regularly regarding any appropriate updates to school policies, including discipline, based on amendments to state or federal laws.

SUSPENSION AND EXPULSION

This Discipline Policy has been established in order to promote learning and protect the safety and wellbeing of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

MCMS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy will be printed and distributed as part of MCMS Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Discipline Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

MCMS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Discipline Policy is available on request at MCMS's main office.

Suspended or expelled students shall be excluded from all school and school related activities unless otherwise agreed during the period of suspension or expulsion.

GROUNDS FOR SUSPENSION AND EXPULSION

DISCRETIONARY OFFENSES

A student may be suspended or recommended for expulsion for committing any of the following offenses:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Head of School
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, electronic cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm, as defined in Education Code Section 48900(m)
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma
- Engaged in, or attempted to engage in, hazing, as defined in Education Code Section 48900(q)
- Engaged in an act of bullying, as defined in Education Code Section 48900(r)

The Head of School may use discretion to provide alternatives to suspension or expulsion for any student who is truant, tardy, or otherwise absent from school activities, including, but not limited to, counseling and an anger management program.

A student may be suspended or expelled for the above prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school sponsored activity.

MANDATORY OFFENSES

A student shall be immediately suspended and recommended for expulsion for committing any of the following offenses at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900
- Possession of an explosive

SUSPENSION PROCEDURES

Suspensions from the Charter School shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or a designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Head of School. The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Head of School or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall

state the specific offense committed by the student, the date and time when the student may return to school, and the right to appeal. If the Head of School wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. If the pupil denies the charges, the Charter School will provide an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive schooldays per suspension. Suspension shall not exceed twenty (20) schooldays in a single school year. Upon a recommendation of Expulsion by the Head of School or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Upon request of a parent, a student who has been suspended for two or more schooldays will be provided with homework that the student would otherwise have been assigned. If a homework assignment that is turned into the teacher upon the student's return to school or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

4. Suspension Appeal Process

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension by submitting a written request to the Head of School within five (5) schooldays of the first day of suspension. A certificated staff member other than the Head of School will expeditiously review the case with the parent and/or student in question within five (5) schooldays of receipt of the appeal. The certificated staff member may uphold the suspension, modify the suspension (*e.g.*, reduce suspension duration, if possible), or overturn the suspension and expunge the suspension from the student's record. The certificated staff member's decision shall be final. A student shall remain suspended during an appeal, but may return to school at the end of the scheduled suspension while an appeal is pending. If a student is also recommended for expulsion, any suspension appeal will be considered concurrently with the expulsion process.

EXPULSION PROCEDURES

A student may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the Head of School. The Hearing Officer will be assigned by the Head of School as needed, and shall be certificated and neither a teacher of the student nor a Board member. The Hearing Officer may recommend expulsion of any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after MCMS Head of School or designee determines that the Pupil has committed an expellable offense. The hearing shall be held in a confidential setting. Written notice of the hearing shall be forwarded to the

student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of MCMS's disciplinary rules which relate to the alleged violation
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

If a foster youth, as defined in Education Code section 48853.5, is recommended for expulsion, the notice of hearing must also be provided to the student's attorney and an appropriate representative of the county child welfare agency at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If a homeless youth, as defined in 42 USC section 11434a(2), is recommended for expulsion, the notice of hearing must also be provided to MCMS's designated homeless liaison at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

The Hearing Officer will make a final decision whether to expel.

Procedures for Expulsion hearings Involving Sexual Assault/ Battery Offenses

MCMS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by MCMS or the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MCMS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness
5. The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the Hearing Officer finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MCMS must present evidence that the witness' presence is both desired by the witness and will be helpful to MCMS. The Hearing Officer shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, the complaining witness shall have the right to have his/her testimony heard in a confidential setting. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Involuntary Student Disenrollment, Dismissal, or Transfer

No student shall be involuntarily removed by MCMS for any reason unless the parent or guardian of the student has been provided written notice in-person and/or by mail or email of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the student will remain enrolled at MCMS until the school issues a final

decision. For purposes of this charter, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, except as provided herein. Declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. Copies of these declarations, edited to delete the name and identity of the witness, will be made available to the pupil.

The final decision of the Hearing Officer shall be in the form of written findings of fact and shall be made within ten (10) schooldays following the conclusion of the hearing.

If the Hearing Officer decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice

MCMS Head of School or designee following a decision of the Hearing Officer to expel shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MCMS

MCMS Head of School or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, MCMS shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Expulsion Appeals

A decision to expel may be appealed within five (5) calendar days of the date of the Hearing Officer's written decision to expel. The parent must submit the appeal request in writing to the Head of School. A meeting of the school's Expulsion Appeal Panel shall be convened within thirty (30) school days of receipt of the written appeal request. The student's parent will be provided notice of the meeting and must either attend to present his/her appeal verbally or submit written documentation supporting the appeal.

Language support shall be provided upon request. The Expulsion Appeal Panel shall have three (3) members appointed by the Board's presiding officer (*i.e.*, the Chairperson or Board President) at least annually. At least one (1) Panel member shall be certified but not a teacher of the student, while the other two (2) members may be school employees, Board members, or other neutral individuals. The scope of review of the Panel shall be limited to whether substantial evidence presented at the expulsion hearing supports the Hearing Officer's determination. The appeal is not a new, or second evidentiary hearing. The decision of the Expulsion Appeal Panel shall be final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two (2) schooldays of the meeting. In the event the Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated and returned to his/her educational program.

If an expulsion appeal is not requested within ten (10) calendar days, the Hearing Officer's decision shall be final.

Disciplinary Records

The Charter School shall maintain the confidentiality of pupil records of all student suspensions and expulsions. Such records shall be made available to the District upon request.

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from MCMS, the Head of School will work cooperatively with the district of residence, county, and/or other schools to assist with the appropriate educational placement of the student who has been expelled.

Rehabilitation Plans

Students who are expelled from MCMS shall be given a rehabilitation plan upon expulsion as developed by Hearing Officer at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to MCMS for readmission. Expulsions shall not exceed one year in length.

Readmission

The decision to readmit a student or to admit a previously expelled student from another school district, private school, or charter school shall be in the sole discretion of the Head of School following a meeting with the student and the student's parent to determine whether the student has successfully completed the rehabilitation plan, if any, and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Suspension and Expulsion of Students with Disabilities

Notification of SELPA

MCMS shall immediately notify the SELPA and coordinate the procedures in this Discipline Policy with the SELPA of the discipline of any student with a disability or student who MCMS would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in

another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of the school's discipline policies, MCMS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the student is a foster youth, as defined in Education Code Section 48853.5, and MCMS has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the Head of School, the student's attorney and an appropriate representative of the county child welfare agency shall be invited to participate in IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If the student is a homeless youth, as defined in 42 USC Section 11434a(2), and MCMS has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the Head of School, the designated homeless liaison for MCMS shall be invited to participate in the IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If MCMS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If MCMS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- i. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that MCMS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- iii. Return the child to the placement from which the child was removed, unless the parent and MCMS agree to a change of placement as part of the modification of the behavioral intervention plan.

If MCMS, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then MCMS may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the IEP/504 Team shall decide on the student's placement in an interim alternative educational setting, pending the decision of the hearing officer or until the expiration of forty-five (45) days, whichever occurs first, unless the parent and the school agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates the school's discipline policies.

The Head of School may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- A. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- B. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- C. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the school's disciplinary policies may assert the procedural safeguards granted under this Discipline Policy only if the school had knowledge that the student was disabled before the behavior occurred.

The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- (1) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to

Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- (2) The parent has requested an evaluation of the child.
- (3) The child's teacher, or school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the special education case manager or to other school supervisory personnel.

If the school knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT XI. RETIREMENT SYSTEMS

“The manner in which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

All full-time employees (certificated and classified) of the Charter School may elect to participate in a qualified 403b retirement contribution plan, with a matching contribution from MCMS (up to 3%). Social Security payments will be contributed for all qualifying employees. The NFOE Board of Directors will retain the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees will be covered by the Federal Social Security program.

The Operations Manager in collaboration with our back-office services provider, will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made, including the completion of a 403b plan.

ELEMENT XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

MCMS will be a school of choice; no student will be required to attend MCMS. Students who choose not to attend MCMS may choose to attend other public schools in their attendance area or pursue intra- or inter-district transfers in accordance with existing enrollment and transfer policies of the District.

ELEMENT XIII. EMPLOYEE RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

All employees of MCMS will be considered the exclusive employees of MCMS and not of the NVUSD.

No public school district employee shall be required to work at MCMS. Employees of the NVUSD who choose to leave the employment of the NVUSD to work at MCMS will have no automatic rights of return to the NVUSD after employment by MCMS unless specifically granted by the NVUSD through a leave of absence or other agreement. MCMS employees shall have any right upon leaving the NVUSD to work in MCMS that the NVUSD may specify, any rights of return to employment in a school NVUSD after employment in MCMS that the NVUSD may specify, and any other rights upon leaving employment to work in MCMS that the NVUSD determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at NVUSD or any other school district will not be transferred to MCMS. Employment by MCMS provides no rights of employment at any other entity, including any rights in the case of closure of MCMS.

ELEMENT XIV. DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

DISPUTES BETWEEN THE CHARTER SCHOOL AND NVUSD

MCMS recognizes that it cannot bind the NVUSD to a dispute resolution procedure to which the NVUSD does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures for disputes between NVUSD and MCMS (*i.e.*, disputes not involving third parties). MCMS is willing to consider changes to the process outlined below as suggested by the NVUSD.

MCMS and the NVUSD will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between MCMS and the NVUSD, MCMS staff, employees and Board members of the Charter School and the NVUSD agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the NVUSD Superintendent and MCMS Head of School, or their respective designees. In the event that the NVUSD believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, MCMS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the NVUSD to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Head of School, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Head of School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Head of School, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Head of School, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and MCMS. If mediation resolves the dispute, then there is no need for any appeal rights. If mediation does not resolve the dispute either party may pursue any other remedy available under the law including their rights to any appeals available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the NVUSD and MCMS.

INTERNAL DISPUTES

MCMS shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations, including disputes among and between students, staff, parents, volunteers,

advisors, partner organizations, and governing board members of the school. Such process may apply to MCMS's disputes with "third parties" (*i.e.*, parties who are not NVUSD). MCMS shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at MCMS shall be provided with a copy of MCMS's policies and internal dispute resolution process. The NVUSD shall promptly refer all disputes not related to a possible violation of the charter or law to the MCMS Board or Head of School for resolution pursuant to MCMS's policies, and NVUSD shall not intervene in any such internal disputes without the agreement of the MCMS Board.

ELEMENT XV. CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

The following procedures shall constitute the “Closure Protocol” and shall apply in the event MCMS ceases to be a charter school or otherwise closes for any reason.

Any decision to close MCMS as a charter school operating pursuant to this Charter shall be documented by official action of the MCMS Board (“Closure Action”), and will identify the person or entity responsible for all closure-related activities and actions. For example, the Board may designate the MCMS Head of School as the school’s closure agent. The action will identify the reason for closure (*e.g.*, decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed and MCMS has exhausted all appeal procedures to County and State Boards of Education, the Charter School governing body votes to close MCMS, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(c)(5)(O) and the California Code of Regulations sections 11962 and 11962.1.

MCMS governing body will notify the authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

MCMS will provide written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.

MCMS will promptly notify parents and students of MCMS, the home districts, the Napa County Office of Education, MCMS’s SELPA, the retirement systems in which MCMS’s employees will participate (*e.g.*, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

MCMS will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close MCMS.

MCMS will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, MCMS will provide parents, students and the NVUSD with copies of all appropriate student records, and will otherwise assist students in transferring to other schools. All transfers of student records

will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 USC §1232g. MCMS will ask the NVUSD to store as necessary original records of Charter School students. All student records of MCMS shall be transferred to the NVUSD upon school closure. If the NVUSD will not or cannot store the records, MCMS shall work with NVUSD to determine a suitable alternative location for storage.

As soon as is reasonably practical, MCMS will prepare final financial records. MCMS will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor as soon as is reasonably practical, but in no case later than six months after closure. The audit must include at least the following (i) All information required of in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; (iv) An assessment of the disposition of any restricted funds received by or due to MCMS, and (v) A delineation of the disposition of all assets and liabilities. Any liability or debt incurred by MCMS shall be the responsibility of MCMS and not the NVUSD. MCMS understands and acknowledges that MCMS will cover the outstanding debts or liabilities of MCMS. Any unused special education related funds will be returned to the NVUSD or SELPA, as appropriate, and other categorical funds will be returned to the source of funds as required by applicable law.

On closure of MCMS, all assets of MCMS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending MCMS, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the MCMS nonprofit public benefit corporation, all net assets shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the NVUSD or NVUSD property will be promptly returned upon Charter School closure to the NVUSD. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, MCMS shall remain solely responsible for all liabilities arising from the operation of MCMS.

As MCMS is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

For a minimum of six calendar months from the date of the Closure Action or effective date of the closure, whichever comes first, sufficient staff as may be allowed by the budget and remaining assets will maintain employment to take care of all necessary tasks and procedures required for smooth closing of MCMS and student transfers.

In addition to the final audit, MCMS shall also submit any required year-end financial reports to the California Department of Education, the Napa County Superintendent of Schools, and the NVUSD, in the form and timeframe required, including, but not limited to, those required by Education Code §47604.33.

MCMS shall use budget reserves normally maintained for contingencies and emergencies to fund closure proceedings.

MISCELLANEOUS CHARTER PROVISIONS

FACILITIES

“[T]he facilities to be used by the charter school ... The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Ed. Code § 47605(h).

MCMS has executed a Letter of Intent with the Diocese of St John the Baptist for the use of the St. John the Baptist Catholic School facility located at 983 Napa Street, Napa, CA 94559 beginning in July 2022. Because the facility was operated as a school for more than one hundred years, it is the perfect site for MCMS. The facility has 9 classrooms, a library, extended care space, an art lab, a computer lab, a science lab, a conference/Board room, an outdoor meeting area, a staff area, several small conference or meeting areas, storage areas throughout the facility, a gym/multipurpose room, a room for music, a commercial kitchen, and an outdoor play area, plus a Head of School’s office and adjoining administrative office space. With the supplemental space (art lab, music room, gym, etc.) we are confident the facility will accommodate our full enrollment of 336 students in Y4. If for some reason MCMS requires additional facilities, we will identify and secure sufficient space for our needs. Our team has extensive experience with facilities in the Napa area and we are confident we will finalize negotiations of the lease shortly after receiving NVUSD approval of the Charter.

MCMS reserves the right to request reasonably equivalent school facilities from NVUSD pursuant to Education Code Section 47614 (commonly known as “Proposition 39”).

ADMINISTRATIVE SERVICES

“[T]he manner in which administrative services of the charter school are to be provided.” Ed. Code § 47605(h).

MCMS will procure its own administrative services through an appropriately qualified third-party contractor. MCMS plans to contract with qualified experienced charter schools back-office provider (currently ExEd, and acclaimed non-profit charter school back office provider that currently works with more than 100 charter schools in California). MCMS will ensure that its back office organization has capacity to provide the following services:

- Budgeting
- Financial reporting and forecasting
- Accounting and bookkeeping services
- Cash management
- Payroll processing and retirement reporting
- Compliance and data management services

MCMS will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. MCMS shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters

such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

CIVIL LIABILITY IMPACT

“[P]otential civil liability effects, if any, upon the charter school and upon the school district.” Ed. Code § 47605(h).

MCMS shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code section 23701(d).

Pursuant to Education Code section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. MCMS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the NVUSD shall not be liable for the operation of MCMS.

Further, MCMS will have a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of MCMS under this charter.

The corporate bylaws of MCMS shall provide for indemnification of the MCMS Board, officers, agents, and employees, and MCMS will purchase general liability insurance, Board Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated below, insurance amounts will be determined by recommendation of the District and MCMS’s insurance company for schools of similar size, location, and student population. MCMS shall be named an additional insured on the general liability insurance of MCMS.

The MCMS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Ed. Code § 47605(h).

Attached, as Appendix G, please find the following documents:

- A five-year projected budget with three-year monthly cash flow projections
- A budget narrative

These documents are based upon the best data available to MCMS at this time.

MCMS shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code section 47605(g) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Superintendent of Schools, State Controller, and California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the NVUSD shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

MCMS shall provide reporting to the NVUSD as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code sections 47604.33 and 47605(m), the SARC, and the LCAP. MCMS shall annually develop an LCFF budget overview for parents in accordance with Education Code section 52064.1.

MCMS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code sections 47604.32 and 47607.

Pursuant to Education Code section 47604.3, MCMS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

INSURANCE

MCMS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and MCMS's insurer. The District shall continue to be named as an additional insured on all policies of MCMS.

TRANSPORTATION

MCMS will not provide transportation to and from school, except as required by law.



EXHIBIT 2

Appendices and Supporting Materials Submitted to
NVUSD with the MCMS Charter Petition, including the MCMS
Budget as Submitted to NVUSD in PDF

Mayacamas Charter Middle School

Appendix A

Certificate of Completeness

CERTIFICATE OF COMPLETENESS
Mayacamas Charter Middle School Charter Petition
for a Five-Year Term (July 1, 2022 – June 30, 2027)
Submitted to the Napa Valley Unified School District

We hereby certify that the Mayacamas Charter Middle School Charter Petition for a Five-Year Term submitted to the Napa Valley Unified School District September 15, 2021 is deemed complete in accordance with the requirements of the California Education Code, as well as the additional instructions contained in the Board Regulations of the Napa Valley Unified School District Board of Trustees.



Jolene Yee

September 14, 2021

Date



Lauren Daley

9/14/21

Date

Co-Presidents and Lead Petitioners,
Board of Directors,
Napa Foundation for Options in Education

Mayacamas Charter Middle School

Appendix B

Board Resolution Authorizing Petition Submission

SECRETARY'S CERTIFICATE OF ADOPTION

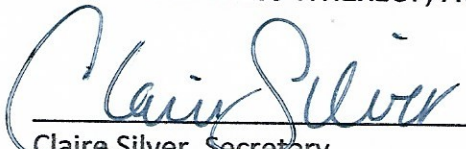
I certify that I am the Secretary of The Napa Foundation for Options in Education, a California nonprofit public benefit corporation, and that the Board of Directors duly adopted the following resolution at a Special Meeting of the Board held on September 12, 2021:

NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the filing of the *Mayacamas Charter Middle School Charter Petition for a Five-Year Term (July 1, 2022 – June 30, 2027)* ("Mayacamas Charter Petition"), to be submitted to the Napa Valley Unified School District; and

FURTHER RESOLVED, that the Board of Directors authorizes Jolene Yee and Lauren Daley, Board Co-Presidents, to serve as its representatives for this purpose and "Lead Petitioners", and each are hereby authorized to sign the Mayacamas Charter Petition and to take all steps necessary to seek approval of the Charter Petition.

I further certify that the resolutions above were duly adopted by all members of the corporation's Board of Directors in attendance at the meeting on September 12, 2021, that a quorum was present, and that this resolution has not been revoked.

IN WITNESS WHEREOF, I have signed my name to this certificate on September 14, 2021.



Claire Silver, Secretary
The Napa Foundation for Options in Education

Mayacamas Charter Middle School

Appendix C

“Meaningfully Interested” Teacher Signatures,
Resumes and Credentials

Charter School Teacher Approval Signature Page

Mayacamas Charter Middle School

I, Matthew R. Denney, am a credentialed teacher and have read and agreed to the contents of the attached charter school proposal dated August 30, 2021. My signature below indicates that I am meaningfully interested in teaching at Mayacamas Charter Middle School and I support the petition.

x Matthew R. Denney

Teacher Name: Matthew R. Denney

Address: 4127 Salmon Creek Lane

City, State, Zip: Napa, CA 94558

Phone #: (707) 225-7953

Type of Credential(s) Held: Clear Single Subject Teaching Credential, Social Science

CA Credential Number(s): 180266937

Credential Expiration Date(s): 1/1/2024

College Degree(s) Held:

- Bachelor of Arts, History, CSU Chico 1997
- CSU Chico Credential Recipient 1998

w/ Eng Supp.
+ CLAD

Charter School Teacher Approval Signature Page

Mayacamas Charter Middle School

I, William R Gantt, am a credentialed teacher and have read and agreed to the contents of the attached charter school proposal dated August 30, 2021. My signature below indicates that I am meaningfully interested in teaching at Mayacamas Charter Middle School and I support the petition.

x William R Gantt

Teacher Name: William Gantt

Address: 1440 Robinson St.

City, State, Zip: Napa Ca. 94558

Phone #: () 707-~~33~~226-2163

Type of Credential(s) Held: Single Subject - Music

CA Credential Number(s): 210039798

Credential Expiration Date(s): 5-1-2026

College Degree(s) Held: Masters Degree - Music

Charter School Teacher Approval Signature Page

Mayacamas Charter Middle School

I, M. Madeleine Gómez am a credentialed teacher and have read and agreed to the contents of the attached charter school proposal dated August 30, 2021. My signature below indicates that I am meaningfully interested in teaching at Mayacamas Charter Middle School and I support the petition.

Signature: M. Madeleine Gómez

Teacher Name: Madeleine Gómez

Address: 2853 Laurel Street

City, State, Zip: Napa, CA 94558

Phone #: (707) 326-8813

Type of Credential(s) Held: K-12 Multiple Subject

CA Credential Number(s): 190281727

Credential Expiration Date(s): 2/1/25

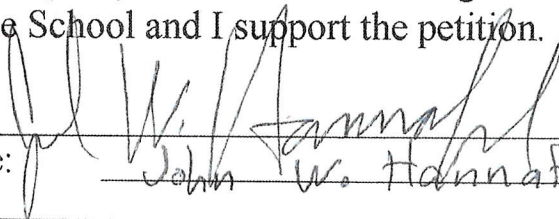
College Degree(s) Held: BA, MA

Charter School Teacher Approval Signature Page
Mayacamas Charter Middle School

I, John Hannaford am a credentialed teacher and have read and agreed to the contents of the attached charter school proposal dated August 30, 2021. My signature below indicates that I am meaningfully interested in teaching at Mayacamas Charter Middle School and I support the petition.

Signature: _____

Teacher Name: _____


John W. Hannaford

Address: _____

1407 East Ave Napa

City, State,

Zip: Napa, CA 94558

Phone #: (707) 7382269

Type of Credential(s) Held:

California Standard Secondary, life; California Standard

CA Credential Number(s):

LO2001893

Elementary, life; California

Credential Expiration Date(s):

N/A. Lifetime

Community College, life

College Degree(s) Held:

M.A. Fine Arts BA. Fine Arts + Related Technologies

Charter School Teacher Approval Signature Page

Mayacamas Charter Middle School

I, Edward Longnecker, am a credentialed teacher and have read and agreed to the contents of the attached charter school proposal dated August 30, 2021. My signature below indicates that I am meaningfully interested in teaching at Mayacamas Charter Middle School and I support the petition.

x Edward Longnecker

Teacher Name: Edward Longnecker

Address: 1404 Mauro Pietro Dr. # 102

City, State, Zip: Petaluma, CA 94954

Phone #: 707 490-5818

Type of Credential(s) Held: Multiple Subject Administrative Services

CA Credential Number(s): 170073514

123125049

Credential Expiration Date(s): 6/1/2022

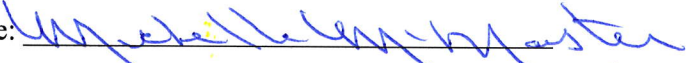
Certificate of Eligibility

College Degree(s) Held: BA Communications

Charter School Teacher Approval Signature Page

Mayacamas Charter Middle School

I, Michelle McMaster, am a credentialed teacher and have read and agreed to the contents of the attached charter school proposal dated August 30, 2021. My signature below indicates that I am meaningfully interested in teaching at Mayacamas Charter Middle School and I support the petition.

Signature: 

Teacher Name: Michelle McMaster

Address: 1165 Willow Ave

City, State, Zip: Napa CA 94559

Phone #: (707) 815-9524

Type of Credential(s) Held: ~~XXXX~~, ~~XXXXXX~~, Multiple Subject

CA Credential Number(s): 170066699

Credential Expiration Date(s): 6/22 Extension in progress

College Degree(s) Held: BA, CLAD

Charter School Teacher Approval Signature Page

Mayacamas Charter Middle School

I, Tammy McMearty, am a credentialed teacher and have read and agreed to the contents of the attached charter school proposal dated August 30, 2021. My signature below indicates that I am meaningfully interested in teaching at Mayacamas Charter Middle School and I support the petition.

Signature: Tammy L. McMearty

Teacher Name: Tammy McMearty

Address: 255 Clark Way

City, State, Zip: Angwin, CA 94508

Phone #: (916) 838-2188

Type of Credential(s) Held: Preliminary

CA Credential Number(s):

200231968

Credential Expiration Date(s): 9/15/20 to 10/1/2022, (currently clearing my CA Credential through NVUSD Induction Program with additional requirements, to be completed Spring of 2022)

College Degree(s) Held: BA Multiple Subjects Major

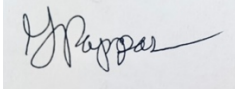
8/12/1982

Charter School Teacher Approval Signature Page

Mayacamas Charter Middle School

I, Gianna Pappas, am a credentialed teacher and have read and agreed to the contents of the attached charter school proposal dated August 30, 2021. My signature below indicates that I am meaningfully interested in teaching at Mayacamas Charter Middle School and I support the petition.

Signature:



Teacher Name: Gianna Pappas

Address: 2219 Laurel St

City, State, Zip: Napa, CA 94559

Phone #: (707) 815-8958

Type of Credential(s) Held: CA Single Subject Teaching Credential, MD Single Subject + Reading 9

CA Credential Number(s): 190259174

Credential Expiration Date(s): 9/1/2024

College Degree(s) Held: BA Biology, MA Education, (currently pursuing: EdD Interdisciplinary Leadership)

Charter School Teacher Approval Signature Page

Mayacamas Charter Middle School

I, Marilyn Reid, am a credentialed teacher and have read and agreed to the contents of the attached charter school proposal dated August 30, 2021. My signature below indicates that I am meaningfully interested in teaching at Mayacamas Charter Middle School and I support the petition.

x Marilyn Reid
Teacher Name: Marilyn Reid
Address: 550 East Spring St.
City, State, Zip: Napa, CA 94559-1834
Phone #: (707) 695-7321
Type of Credential(s) Held: Ryan Lifetime Elementary (6/18/1970)
CA Credential Number(s): 26781
Credential Expiration Date(s): lifetime K-8
College Degree(s) Held: BA Science/Biology (Pre-Med)

learning handicapped 5/76 -
19429 5/81

Charter School Teacher Approval Signature Page

Mayacamas Charter Middle School

I, Sandra Sanchez, am a credentialed teacher and have read and agreed to the contents of the attached charter school proposal dated August 30, 2021. My signature below indicates that I am meaningfully interested in teaching at Mayacamas Charter Middle School and I support the petition.

Signature: 

Teacher Name: Sandra Sanchez

Address: 166 Stanley Ct

City, State, Zip: Vacaville, CA 95687

Phone #: (559) 356-2953

Type of Credential(s) Held: Single Subject English; Multiple Subject K-12

CA Credential Number(s): 170150223

210032976

Credential Expiration Date(s): 7-1-22

1-1-26

College Degree(s) Held: Bachelors of Arts

Charter School Teacher Approval Signature Page

Mayacamas Charter Middle School

I, Louann Talbert, am a credentialed teacher and have read and agreed to the contents of the attached charter school proposal dated August 30, 2021. My signature below indicates that I am meaningfully interested in teaching at Mayacamas Charter Middle School and I support the petition.

Signature: 

Teacher Name: Louann Talbert

Address: 137 Almond Ave.

City, State, Zip: Napa, CA 94558

Phone #: (707) 294-8694

Type of Credential(s) Held: CA Clear Multiple Subject

CA Credential Number(s): 180026591

Credential Expiration Date(s): 9/1/23

College Degree(s) Held: BALS

Matt R. Denney
4127 Salmon Creek Lane
Napa, CA 94558
mattdenney15@gmail.com

Education

- California State University at Chico--December 1998: California Clear Credential Social Studies with CLAD and English Composition Supplemental Credential
- California State University at Chico--December 1997: Bachelor of Arts History (with Social Studies teaching emphasis)

Work Experience

2000 to Present *Napa Valley Unified School District, Napa CA*

- 2000 - 2004 and 2013 - Present: *River Middle School*
 - In 2000 I joined the River Charter Middle School staff and helped build the foundations of the River Program. I taught both Language Arts and Social Studies in my first four years at River School. Since returning in 2013, I have taught 7th and 8th grade Language Arts.
- 2004-2012: *Vintage High School*
 - At VHS I taught 11th grade U.S. History, Introduction to Psychology for grades 10-12 and Peer Support grades 11-12. In addition to teaching I was heavily involved with starting and running the VHS Freshman Orientation Program known as Crusher Crew. I also ran the Outreach Program, started Freshman Mentoring and Peer Support.

1998 to 2000 *Oroville Union High School District, Oroville CA*

- 1998-2000: *Las Plumas High School*
 - At LPHS I taught a year of 10th grade World History and U.S. History in my first year. I then taught one year of Independent Studies.

Professional Honors & Awards

- Napa Valley Rotary Club / NVUSD Teacher of the Year 2010 - 11
- River School / Napa Valley Rotary Teacher of the Year 2003
- Napa Valley Life Magazine Teacher of the Month 2003 - 04

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: DENNEY

Last Known County of Employment: NAPA COUNTY OFFICE O

Note: Please verify County of Employment is current

First Name: MATTHEW

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review St

Middle Name: RUSSELL

Document Title	Document Number	Term	Status	Expiration Dat	Issue Date	Original Issue Dat	Special Grade	Grade
> Single Subject Teaching Credential	180266937	Clear	Valid	1/1/2024	1/1/2019	12/31/1998		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE	
R1A	This credential authorizes the holder to teach the specific subject or subjects listed as supplementary authorizations in grades twelve and below, including preschool, and in classes organized primarily for adults, unless specific grade restrictions are indicated next to the subject.	EC	English Composition
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SS	Social Science

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Employment Restrictions

Organization Type	Organization	County

William Gantt

1440 Rubicon Str

Napa Ca. 94558

(707)226-2163

wrgantt.wg@gmail.com

I. SKILLS

- Music Education
- Consultant
- Composer/Arranger
- Instructor
- Mentor/Teacher Coach
- Advisor
- Adjudicator
- Performer

II. EXPERIENCE

June 2017 - Current

- Napa Valley Unified School District - Mentoring new Visual & Performing Arts Teachers.

June 2017- Current

- Arts Council Napa Valley- Board Member

July 1986 - June 2017

Napa Valley Unified School District - Instrumental Music Director Vintage High School.

- Director of String & Symphonic Orchestra
- Director of Jazz Ensemble
- Director of Concert Band & Wind Ensemble

- Director of Marching Band
- Director of Winter Percussion
- Director of Winter Color Guard
- Created the Vintage Reserve Band Review and Field Show Competition in Napa. (now in it's 28th year)

Napa Valley College

- Fall 1998 - June 2014 - Jazz Ensemble Director
- Fall 1990-1995 - Music Appreciation and Beginning Guitar Studies

June 1983-July 1986

Mt Diablo Unified School District

- Instrumental Music Director - Clayton Valley High School

1978 - 1983 -Conquistador Drum and Bugle Corp

South San Francisco Ca. - (No longer in existence)

- Music Arranger
- Brass Instructor
- Tour Manager

1976- 1978 - Blue Devil Drum & Bugle Corps -

- Music Arranger
- Brass Instructor
- Tour Assistant

1979-1983 -Clayton Valley High School

- Assistant Music Director

III. EDUCATION

- 1979-1983 - M.A. San Francisco State Univ.: - Music Composition
- 1977- 1979 - B.A. Ca. State University Hayward (East Bay) - Music (double major- Performance/Composition)
- 1974-1977 -Los Medanos College: AA & GE Degree
- 1974 -Clayton Valley High School -Ca. HS Diploma

IV. AWARDS

- 1976 : World Championship Award - Concord Blue Devils Drum & Bugle Corps
- 1979 : Personal Composition performance by the Los Medanos Wind Ensemble at the California Music Education Conference.
- 1979 : Personal Composition performance by the Ca.St Univ. Hayward Ensemble.
- 2017, 2011, 2006, 1998 - Vintage High School Marching Band Selected to perform in the London New Year's Day Parade and Music Festival.
- 2006-2007 Music Adjudicator at the Paris Music Festival, Chantilly Parade and Concert Series.

V. COMPOSITIONAL WORKS

- All Compositional work can be found & Listened to on Ganttmusic.com website : www.ganttmusic.com
- Symphonic Band
- String Orchestra
- Symphonic Orchestra

- Chamber Ensembles
- Musical Media
- Brass Band
- “Covid Collection”

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: GANTT

Last Known County of Employment: NAPA COUNTY OFFICE O

Note: Please verify County of Employment is current

First Name: WILLIAM

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review St

Middle Name: ROY

Document Title	Document Number	Term	Status	Expiration Dat	Issue Date	Original Issue Dat	Special Grade	Grade
> Single Subject Teaching Credential	210039798	Clear	Valid	5/1/2026	5/1/2021	8/30/1985		
Certificate of Completion of Staff Development	080032038	Clear	Valid		10/15/2007	10/15/2007		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	MUSI	Music

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Employment Restrictions

Organization Type	Organization	County

Madeleine Gomez

2853 Laurel Street
Napa, CA 94558
(707) 326-8813
ginkai@earthlink.net

Skills

I am an experienced educator with a strong background in multicultural and bilingual studies, culinary arts, and alternative education. I'm an avid traveler, curating years of travel experiences that have been deliberating undertaken as continuing education designed to enhance the multicultural educational approach I integrate into my curriculum.

Experience

August 1995 - Present

Napa Valley Unified School District, Napa CA

2006 - Present:

River Middle School

- 6th Grade Middle School Project Based Learning Model (Language Arts, Social Science, and Science, ELD)
- Culinary Arts and Garden Program Partner Teacher

2000 - 2005

Napa Valley Language Academy

- Elementary School Transitional Bilingual Program Teacher
- Dual Language Immersion Spanish/English Program

1995 - 2000

Safe Place Program

September 1989 - June 1993

Los Angeles Unified School District, Los Angeles CA

- Bilingual Teacher (Transitional Programs)

January 1982 - December 1985

Private Residential Care Facility for Juvenile Offenders, Central & Southern CA

- Daytime Assistant Supervisor.
- Supervised youth throughout the day.
- Served as trouble-shooter for youth experiencing difficulties with routine.
- Served as liaison with on-site school to maintain youth engagement and attendance.

Education

1995

Boston University, Boston MA - *Certificate of Culinary Arts*

Food Preparation, Professional Cooking, Kitchen Assistant.

1990 - 1992

Teachers College of Columbia University, New York City - *Master of Arts*

Bilingual / Bicultural and Multicultural Education.

1986 - 1988

University of Southern California, Los Angeles CA - *Bachelor of Arts*

Spanish and Iberian Studies

- Included studies abroad in Mexico and Spain

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: GOMEZ

Last Known County of Employment: NAPA COUNTY OFFICE O

Note: Please verify County of Employment is current

First Name: MARIA

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review St

Middle Name: MADELEINE

Document Title	Document Number	Term	Status	Expiration Dat	Issue Date
> Multiple Subject Teaching Credential	190281727	Clear	Valid	2/1/2025	2/1/2020
Crosscultural, Language and Academic Development Certificate	950084442	Clear	Valid		6/23/1995

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Employment Restrictions

Organization Type	Organization	County

JOHN HANNAFORD

1102 Coombsville Rd. , Napa, CA 94558

Education

California State University Sacramento, MA Art, 4.0 GPA in Art Graduate Program

Sonoma State University, BA Art Studio, minor **Theater Arts**

Napa Valley College, AA Art

Credential, Title : California Community College / Life

Subject: Fine and Applied Arts and Related

California Standard Secondary /Life

California Standard Elementary / Life

Academic Education Experience:

Napa County Office of Education World Percussion 2021 – Current
Camille Creek High School

River Charter School; Napa, CA. World Percussion 2010 to 2021

Valley Oak High; Napa, CA. World Percussion 1976 to Present
Fine Arts Specialist

Valley College; Napa, CA Fine Arts Specialist 1980 to 2009

Painting, Art Appreciation, Contemporary Art
History, Gallery Management, Art and Design

Sonoma State University Painting

Solano College Art Appreciation

Related Academics/Educational Experience:

Curriculum Director of Fine and Performing Arts, NVUSD; Leadership Team, for the implementation of the Arts Master Plan; **Fine Arts Mentor Instructor**, for certificated teachers, NVUSD. **Fine Arts Gallery Director**, Napa Valley College; **Fine and Performing Arts Department Chair**; River School, Valley Oak High School, Temescal High School. **Committee inclusion**, Multi-Dozens of Committee work participation.

Professional Musician / Percussionist

Cosmos Percussion Ensemble: Master Percussionist **Current**

Cosmos Percussion Orchestra: Master Percussionist

Grass Child Percussionist

Om-i Percussionist/Drums

Akanthos Percussionist/Drums

Abbreviated Professional Music Performances:

BottleRock 2013 and 2014; **Festival Napa Valley** 2016 and 2017, Multiple Venues;
Green World Music Festivals; **Earth Day San Francisco** (Multiple Venues);

Ashkenaz Berkeley; Moscone Plaza; SF Civic Center Plaza; Blue Note Nightclub, Napa; Jam Cellars Ballroom, Napa; Napa Valley Opera House; Musical Market World Music Festivals (Multiple Years); Zodiacs Nightclub; Last Day Saloon San Francisco and Santa Rosa); Porchfest Napa (Multiple Years); Napa Valley Museum, Napa; Napa Valley Exposition; BV Vineyards; Great American Music Hall, SF; Arlene Francis Center; Thousand Poets Artists and Musicians for Change; Napa Valley Earth Day; Groth Vineyards; Silos Nightclub (Multiple Shows); New Georges Nightclub; Keystone Berkeley; Sproul Plaza Berkeley; Blue Rock Music Festival; Rocket Room SF; La Pena Cultural Arts Center; Mumm Napa Valley; Golden Gate Park; The Dream Bowl; The Uptown Theater; BottleRock Satellite Shows at Bay Area Venues; Canvas Events (Multiple Venues and Events.

Gallery Affiliation

Gallery representation by the San Francisco Museum of Modern Art's Artists Gallery, Fort Mason; San Francisco, CA 1978 to 2012

Abbreviated Listing of Selected Solo/Group Exhibitions:

Extensive solo and group exhibitions inclusive of:

San Francisco Museum of Modern Art, Artist's Galley; University of California, Berkeley; E. B. Crocker Art Museum, Saratoga, CA; Montalvo Center of the Arts, Saratoga CA; University of Nevada-Reno; Coos Bay Art Museum; Sierra Nevada Museum of Art; University of Arizona- Tucson; Redding Museum of Art; Charleston Heights Art Center-Las Vegas; San Jose State University; Napa Valley Art Museum; Creative Art Center of Northern California; Palo Alto Cultural Arts Center; Southern Exposure Gallery San Francisco; Patricia Sweetow Art Gallery-SF; Sonoma State University; San Francisco Arts Commission Gallery; Chautauqua Art Center New York; Charles Everett Axinn III Art Gallery New York; Arizona State University Tempe; Green Shutter Gallery; Art Exchange Gallery SF; Union Street Gallery SF.

Abbreviated Listing of Lectures:

Berkeley Art Center; Redding Museum and Art Center; San Jose State University; Palo Alto Cultural Art Center; Creative Art Center of Northern California; California State University Hayward; San Francisco Art Institute; Napa Valley College.

Abbreviated Listing of Collections:

Numerous public and private collections, inclusive of: Rene and Veronica di Rosa Collection; Nieman Marcus Corporate Collection; Donald Everett Axinn III Collection-New York; Brobeck, Phleger and Harrison- SF; Harry and Candace Kahn – SF; Karen Turner-SF; Judith Cohen-SF; Jon Beckjord- SF; Dr T. J. Owens; Dr. John and Sandra Pickering-LA State; Ralph Hunter; Jill Schruz; Raymond Schruz; Ray and Darlene Lance-ID; Michael/Jane Lucas; Carl/Linda Altamura; Koleen Pressler, OH; Bill/Jerilynn Wingfield; Numerous Anonymous collectors.

Public Art Related Involvements

Chair, City of Napa Public Art Steering Committee.

Consultant member, Make it in Napa, community activist committee to enhance the Arts within the Napa Community.

NVUSD Visual and Performing Arts Leadership Team, implementing the adopted Arts Master Plan for the Arts TK through 12th Grade.

Leadership Committee, Napa County Alliance for Arts Education NCAAE; in support of the California Alliance for Arts Education:

Music Educators PLC Committee: NVUSD Music Educators

Director, Curator, Napa Valley College Fine Arts Gallery Director

Special Assignment for NVUSD: Curriculum Director for Fine and Performing Arts

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: HANNAFORD

Last Known County of Employment: NAPA COUNTY OFFICE O

Note: Please verify County of Employment is current

First Name: JOHN

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review St

Middle Name: WILLIAM

Document Title	Document Number	Term	Status	Expiration Date	Issue Date	Original Issue Date	Special Gr
> Certificate of Completion of Staff Development (Registration only/not a CTC document)	L02001893				4/17/2002		
Standard Elementary Teaching Credential	STC298371	Life	Valid		6/30/1979	6/26/1974	
Standard Secondary Teaching Credential	STC298372	Life	Valid		6/30/1979	6/26/1974	

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
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Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
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Employment Restrictions

Organization Type	Organization	County
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Edward A Longnecker
1404 Mauro Pietro Drive #102, Petaluma, CA 94954
edlongnecker@gmail.com (707) 490-5818

Education

PASC 1 Certification – Sonoma State University
Multiple Subject Teaching Credential – Sonoma State University
BA Communications – Sonoma State University

Educational Skills

Experience planning for and teaching students in every grade from K – 8.
Managing a large staff of over 75 employees
Effective delivery of staff and professional development meetings
In depth knowledge of Special Education procedures
De-escalating stressful situations with parents and students
2 years experience on the union negotiations meeting
Master teacher to five student teachers.
Mentoring new teachers and overseeing progress.
Counseling students through effective conflict resolution.
Committee member on the strategic planning committee.
Led student assemblies based on cyberbullying
Led staff professional development seminars on Google Classroom and Promethean Boards
Led and planned multiple school-wide events such as dances and promotions

Employment

2019 - Present - Sixth Grade Teacher - The Spring Hill School

6th Grade Lead Teacher
6th Grade Advisory Teacher
5th, 6th, and 7th Grade Math Teacher
5th and 6th Grade Humanities Teacher

2016 – 2019 – Sixth Grade Multiple Subject Teacher – River School

4 years Math instruction
3 years Social Studies Instruction
1 year Language Arts Instruction
3 years Student Council Coordinator
3 years Safe School Ambassadors Coordinator
Served on multiple committees such as Site Council and MTSS, etc.

2014 – 2016 – Assistant Principal – Windsor Middle School

Student discipline for a school of over 930 students
Oversight of student attendance

Direct supervision and support of all classified staff
Teacher evaluations and support
Restorative Resources Liaison
504 coordinator for 50+ students annually
SST facilitator for 75+ students annually
IEP support for RSP, SDC, and Speech and Language students
Management of student files using the Ares SIS database

2013 – 2014 – Assistant Director/Director of Home Study – Mark West Charter

School

Run all tasks related to the home study program
Planning of curriculum for all grades K – 6
Facilitating and meeting with families on a routine basis
Student recruitment
Preparation of audit files
Student discipline and attendance
Taking charge when the director is not present

2004 – 2013 -7th Grade Core Teacher – Mark West Charter School – MWUSD

8 years experience teaching Language Arts and World History
1 year teaching Pre Algebra and Biology
Development of curriculum for many elective courses.
90+% students proficient/advanced in 7th grade STAR testing, numerous years.

Honors and Awards

2019 Napa Male Role Model of the Year (runner up)
2019 Teacher of the year nomination
2019 Nomination for the Presidential Award of Excellence in Mathematics Instruction
2018 Teacher of the year nomination
2017 Teacher of the year nomination
Aided in obtainment of the California Distinguished School Award.
4.0 GPA in all post graduate work at Sonoma State University
Graduated Magna Cum Laude from SSU in 2003.

References

Peter Hartnack – Principal River School
(707) 567-6628 cell
phartnack@nvusd.org

Catherine Adams – Assistant Principal River School
(707) 815 - 1147 cell
Catherine_Adams@nvusd.org

Stacy Eichner - Teacher
(707) 333 - 3573

seichner@nvusd.org

Mary Lynn Bryan – Academic Specialist

(707) 477 – 4928

Maryllyn_bryan@nvusd.org

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: LONGNECKER

Last Known County of Employment:

Note: Please verify County of Employment is current

First Name: EDWARD

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review ST

Middle Name: ANDREW

Document Title	Document Number	Term	Status	Expiration Dat	Issue Date
> Multiple Subject Teaching Credential	170073514	Clear	Valid	6/1/2022	6/1/2017
Administrative Services Credential	123125049	Certificate of Eligibility	Valid		7/10/2012

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE	
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for	GSX	General Subjects (Examination)

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

Organization Type	Organization	County

Michelle McMaster

1165 Willow Avenue
Napa, CA 94559
(707)815-9524
tutuahmu@att.net

Skills

I'm a career educator with extensive experience in alternative education, including development of curricula and behavioral plans, counseling support, and community outreach and consensus building. My work has included extensive experience with English Learners and a focus on cross cultural language development and acquisition.

Experience

2000 - PRESENT

Napa Valley Unified School District, Napa CA

August 2019 - Present

6th Grade Teacher, River Middle School

- English Language Arts & Science.
- English Language Development.

October 2018 - June 2019

7th Grade Teacher, Silverado Middle School

- English Language Arts & Science.
- English Language Development.

August 2018 - September 2018

1st Grade Teacher, Vichy Elementary School

August 2013 - June 2018

Teacher, Grades 9 12, Legacy High School

- Sole teacher for all core subjects for grades 912 for the continuation school on the campus of American Canyon High School.
- Responsible for development of all curricula and behavioral plans.
- Provided students with ongoing counseling support.
- Responsible for community outreach and support.
- Responsible for coordinating with employers to provide student mentoring and future job placement.
- Strong emphasis on social-emotional learning model.

August 2008 - June 2013

Teacher, Horizons Community Day School

- Sole teacher for all core subjects for grades 9-10 on campus of Valley Oak High School.
- Responsible for development of all curricula and behavioral plans.
- Provided students with ongoing counseling support.
- Responsible for community outreach and support.
- Strong emphasis on social-emotional learning model.

August 2004 - June 2008

Teacher, Grades 7-8, Bridges Community Day School

- Sole teacher for all core subjects at this middle school continuation program on campus of Valley Oak High School.
- Responsible for development of all curricula and behavioral plans.
- Provided students with ongoing counseling support.
- Responsible for community outreach and support.
- Strong emphasis on social-emotional learning model.

August 2000 - June 2004

Teacher, Grades 9-12, Temescal Continuation High School / Valley Oak High School

- Teacher for grades 9-12 for this NVUSD continuation high school.
- Provided students with ongoing counseling support.
- Taught Language Arts, Social Science, Life Science and Fashion Design.

2000 - 2013

Teacher, Adult Education

- Instructional Assistant Certification Program.
- High School Completion Program.

Education

2001

Chapman University, Orange CA - *Bachelor of Arts, Social Science Major*

- Graduated Cum Laude

National University - *Teaching Credential*

Certifications

- CLAD Certification
- High Qualified Teacher status
- CA Multiple Subject Teaching Credential
- Social Science Supplemental Credential

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: MCMASTER

Last Known County of Employment: NAPA COUNTY OFFICE O

Note: Please verify County of Employment is current

First Name: MICHELLE

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review ST

Middle Name: LYNN

Document Title	Document Number	Term	Status	Expiration Date	Issue
> Multiple Subject Teaching Credential	170066699	Clear	Valid	6/1/2022	6/1/20

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE	
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Employment Restrictions

Organization Type	Organization	County

Tamra L. McMearty

(916) 838-2188 | tammy_mcmearty@msn.com

Educational Philosophy

I believe in a holistic approach to education of the mind, body and spirit. My goal is to encourage each of my students to be deep thinkers and express kindness to others. It is my desire to prepare them to be responsive to their community and to the greater good. I teach students life skills such as being respectful, resourceful and self-reliant individuals, who are conscious of the needs of others. It is also my desire that my students become responsible citizens who make positive choices and contributions to the needs of society.

Education

Bachelor of Art in Elementary Education/Multiple Subjects 1982
Pacific Union College, Angwin, CA

Professional Experience

<i>Teacher</i> (Grade 8) Redwood Middle School	September 2021-Pres
<i>Teacher</i> (Grade 6) River Middle School, Napa, CA	September 2020-Present
<i>Long-term Substitute Teacher</i> (Grades 7-8) Foothills Adventist Elementary, St. Helena, CA	November 2019-June 2020
<i>Long-term Substitute Teacher</i> (Grades 7-8) Pacific Union College Elementary, Angwin, CA	January-June 2019
<i>Teacher</i> (Grades 1-2) Redwood Adventist Academy, Santa Rosa, CA	July 2017-June 2018
<i>Temporary Full Time Teacher</i> (Grades 7-8) Redwood Adventist Academy, Santa Rosa, CA	January-June 2017
<i>Substitute Teacher</i> Foothills Adventist Elementary, St. Helena, CA Napa Christian Adventist Academy, Napa, CA Pacific Union College Elementary, Angwin, CA Pacific Union College Preparatory School, Angwin, CA Redwood Adventist Academy, Santa Rosa, CA	Sept. 2015 – Dec. 2016
<i>Principal & Teacher</i> (Grades 4-8) Humboldt Bay Christian School, Bayside, CA	July 2013 – June 2015
<i>Teacher</i> (Grades 1-4)	July 2010 – June 2013

Humboldt Bay Christian School, Bayside, CA

Substitute Teacher (Multiple Grades) August 2008 – June 2010
Sacramento Adventist Academy, Sacramento, CA
Orangevale Adventist School, Orangevale, CA
San Juan Unified School District, Carmichael, CA

Teacher (Grades 3-4) July 2005 – June 2008
Valley Grande Adventist Elementary, Weslaco, TX

Teacher (Grades 1-4) July 2003 – June 2005
New Creation Adventist School, Waco, TX

Montessori Teacher (Grades 1-2) July 2001 – June 2003
Alta Vista Magnet Montessori Elementary School, Waco, TX
Waco Independent School District, Waco, TX

Teacher (1st Grade) July 2000 – June 2001
St. Louis Catholic Elementary School, Waco, TX

Certification | Courses | Training

- Seventh-day Adventist Standard Elementary Teaching Certification 2016 - 2021
Endorsements:
-Elementary Education
-Junior Academy: Art, Biology, English, History
- Advanced Computers in the Classroom June 2016
Pacific Union College, Angwin, CA
- Advanced Instructional Strategies July 2016
Pacific Union College, Angwin, CA
- Small School Administration June 2013
Pacific Union College, Angwin, CA
- North American Division SDA Pathways Reading & Writing Training Grades 3-4
- Montessori Methodology Instruction for Grades K-3 (192 Hours)
- Texas Teacher Reading Academy Training for Grades 1-4 (78 Hours)
- Gifted and Talented Training (24 Hours)

Additional Skills

- Experience teaching special education students and mainstreaming processes
- Expert at understanding the needs of homeschooled children entering formal education

Professional References

Lynal Ingham: Associate Superintendent Northern California Conference of SDA
(707) 953-7840

Catherine Adams: Principal of River Middle School, Napa, CA
(707) 815-1147

Rob Ingham: Principal of Foothills Adventist Elementary School
(707) 337-2541

Dr. James Dick: Principal of Pacific Union College Elementary
(707) 339-0204

Laurel Baker: Former Principal, Humboldt Bay Christian School, Bayside, CA
(707) 498-0534

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: MCMEARTY

Last Known County of Employment:

Note: Please verify County of Employment is current

First Name: TAMRA

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review St

Middle Name: LYNNE

Document Title	Document Number	Term	Status	Expiration Date	Issue
> Multiple Subject Teaching Credential	200231968	Preliminary	Valid	10/1/2022	9/15/20
Crosscultural, Language and Academic Development Permit	210055698	Emergency	Valid	2/1/2022	1/25/20

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R2	This document authorizes the holder to teach multiple-subject-matter (self-contained) classes in grades twelve and below, including preschool, and in classes organized primarily for adults.	GS	General Subjects

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> PRO	The holder must satisfy the professional level requirement by completing a Commission-approved Induction Program.	
REL	The holder must earn a California English learner authorization.	
CPR	The holder must verify completion of training in cardiopulmonary resuscitation (CPR) which included infant, child, and adult CPR skills.	
CA2X	This two-year extension is to allow the holder additional time to meet the requirements for a clear credential. To meet the requirements for a clear credential, the holder must complete a Commission-approved induction program and all other renewal requirements listed on the document (as applicable).	

Employment Restrictions

Organization Type	Organization	County

GIANNA A. PAPPAS

707.815.8958 | giannaapappas@gmail.com | linkedin.com/in/giannapappas

SKILLS

- Lesson planning
- Curriculum design
- Teaching and Classroom Management
- Learner Engagement and Assessment
- Proficient in effective use of technology
- Group facilitating and coordination
- High level of organizational and communication skills
- Time management
- Creative problem solving
- Collaboration
- Diversity and Inclusion

PROFESSIONAL EXPERIENCE

Amerigo Education, Napa, CA – *Operations Coordinator*

August 2021 – Present

- Coordinate meals, activities, and daily operations for an international study abroad program resulting in an enriched learning experience
- Organize and manage over 40 international students and residential staff to allow daily operations to run efficiently
- Manage the Amerigo campus budget and outline expenses required for students and staff

Marin Catholic High School, Greenbrae, CA – *Secondary Science Teacher*

June 2019 – June 2021

- Taught five courses (Biology and Anatomy & Physiology) to 120 students at a college preparatory high school, utilizing Apple Applications, Google Suite, and Blackboard Learning Management System
- Collaborated with three colleagues to create Biology curriculum
- Fostered an inquiry-based classroom focused on student-centered learning, problem solving, and critical thinking skills, integrating components of the NGSS Science Standards
- Offered differentiated instruction based on specific learning accommodations
- Contributed to Curriculum Council, along with six colleagues, in the review of two new course proposals
- Moderated the Genetics & Forensics club, exposing students to the field via guest speakers and activities
- Coached Junior Varsity swim team

Notre Dame Preparatory School, Towson, MD – *Secondary Science Teacher*

Aug 2017- June 2019

- Taught five courses (Biology and Anatomy & Physiology) at a college preparatory high school, utilizing Outlook 365 and Blackboard Learning Management System
- Collaborated for curriculum design in both Biology and Anatomy & Physiology
- Founded an interdisciplinary lesson to create medical illustrations for dissections, which led to an observation and panel discussion with Johns Hopkins' medical illustration team
- Fostered a learning environment focused on inquiry, problem solving, critical thinking skills, and STEAM components
- Hosted the Thirst Project and moderated the start of a campus club promoting clean water awareness through assemblies and school-wide fundraising events

VOLUNTEER & LEADERSHIP EXPERIENCE

Notre Dame Preparatory School, Towson, MD

2017-2019

- Facilitated the start of the Diversity and Inclusivity Committee as one of eight faculty members to incorporate diversity in the curriculum
- Contributed to the Global Action and Research Committee analyzing school-wide data to develop programs that promote global citizenship
- Chaperoned school-affiliated trips focused on service-learning and immersion

SEARCH Retreat, San Diego, CA

2015-2017

- Coordinated the efforts to assemble a three-day campus-wide retreat for about 90 students, including reserving retreat sites, catering, and transportation alongside a faculty mentor
- Led weekly preparation meetings for the 100+ alumni that remained involved
- Facilitated weekly meetings for the leadership team including goal setting, devising action plans, supporting leadership needs, and creating a three-day weekend retreat schedule

Medical Brigades, San Diego, CA

2013-2015

- Served as an executive board member for USD's chapter of Medical Brigades as the Supplies Manager, Secretary, and Interviewer for club admittance
- Assisted in planning and organizing trips to Honduras, Nicaragua, and Panama to provide medical care to local communities
- Created cultural presentations, handled correspondence with in-country staff, and encouraged local donations of supplies

GIANNA A. PAPPAS

707.815.8958 | giannaapappas@gmail.com | linkedin.com/in/giannapappas

EDUCATION

Creighton University

School of Education | Doctor of Education, Interdisciplinary Leadership

Omaha, NE

December 2024

Notre Dame of Maryland University

College of Arts and Sciences | Master of Arts in Education

Baltimore, MD

May 2019

Concentration: Secondary Science | Kappa Gamma Honors Society Member | **GPA: 4.0**

University of San Diego

College of Arts and Sciences | Bachelor of Arts in Biology | Minor in English | **GPA: 3.5**

San Diego, CA

May 2017

Cum Laude, Sigma Tau Delta English Honors Society Member, Mortar Board National Honors Society Member

ACTIVITIES & HOBBIES

Travel: Dual citizen of Italy; Strong global fluency through learning activities and volunteer services across Europe and Central and South Americas

Activities & Certifications: Open water certified scuba diver, certified barre exercise instructor, previously a certified lifeguard and swim instructor

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: PAPPAS

Last Known County of Employment:

Note: Please verify County of Employment is current

First Name: GIANNA

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review St

Middle Name:

Document Title	Document Number	Term	Status	Expiration Date	Issue
> Single Subject Teaching Credential	190259174	Preliminary	Valid	9/1/2024	8/27/2024

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SBS	Science: Biological Sciences

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> PRO	The holder must satisfy the professional level requirement by completing a Commission-approved Induction Program.	
REL	The holder must earn a California English learner authorization.	

Employment Restrictions

Organization Type	Organization	County
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Marilyn Reid

550 East Spring Street
Napa, CA 945591534
(707) 695-7321
marilynkreid@gmail.com

Skills

Technology/organizational/personal contact/planning...heading many organizations...wearing a lot of hats!

Experience

8/1973 -6/2007

Napa Valley Unified School District

- Snow Elementary...K1/3rd/5th grades
- Shearer Elementary...teamt teach 2nd/3rd grades
- Alta Heights Elementary ...1980-2003...All "combination" classes...3rd grade
- Harvest Middle School...8/2003-6/2007...6th grade Science/Math specialist/ Social Studies/Bilingual-Bicultural/7 & 8th grade ELD

8/1970 -6/1973

Redwood City School District

- Kindergarten
- K-1
- Special Education teaching

2007 - Present

- Private tutoring K-12/classroom aide El Centro Elementary
- School volunteer-River Middle School

Education

8/1969 - 6/1970 Cal Poly, San Luis Obispo

Lifetime (Ryan) Elementary K8 Teaching Credential

8/1966 -5/1969 Dominican College of San Rafael

Bachelor of Science/Psychology (Pre-Med)

8/1965 -1966 Napa Valley College

Awards & Other Achievements

NVUSD Teacher of the Year (nominated 3 times)

NVUSD Mentor Program

Traveled throughout CA teaching “cooperative learning” strategies to teachers

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: REID

Last Known County of Employment:

Note: Please verify County of Employment is current

First Name: MARILYN

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review St

Middle Name: KATHERINE

Document Title	Document Number	Term	Status	Expiration Date	Issue Date	Original Issue Date
> Certificate of Completion of Staff Development (Registration only/not a CTC document)	L02001740				4/17/2002	
Standard Elementary Teaching Credential	26781EAL	Life	Valid		6/18/1970	6/18/1970

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
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Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
--------------	---------------------	------------------------

Employment Restrictions

Organization Type	Organization	County
-------------------	--------------	--------

Sandra Sanchez

166 STANLEY COURT, VACAVILLE, CA 95687 ♦ (559) 356-2953 ♦ SANCHEZ_SAN@YMAIL.COM

Skills

- Fluent in Spanish: speak, read, write
- Trained in PBL, ELD, AVID, EDI, SDAIE, Read 180, GLAD, and Design Publishing
- Active collaborator in professional learning communities for curriculum planning, IEP & 504 implementation, data assessment, PBIS, and problem-solving
- Quick learner and highly organized and technology-literate
- Strong interpersonal communication

Experience

FEBRUARY 2016 - PRESENT

Dixon Montessori Charter School, Dixon, CA- 4-5 grade Teacher

- BTSA mentor 2019-2020
- 4-6th grade department chair 2018-2019
- PBIS committee member 2017-2018
- 1st-6th grade Reading Intervention teacher 2016

AUGUST 2014 - JUNE 2015

Clovis East High School, Clovis, CA- 9th-10th grade Teacher

- WASC school plan writing committee

AUGUST 2013 - JUNE 2014

Vanden High School, Fairfield, CA- 10th grade English & 9-12th grade Yearbook Teacher

- Oversaw completion of school yearbook: design, sales, ordering, and advertising

AUGUST 2011 - JUNE 2013

River Charter School, Napa, CA- 7th-8th grade Language Arts Teacher

- Collaborated with Science, Math, and Social Studies teachers to create PBL & Art Integration projects

AUGUST 2010 - JUNE 2011

El Monte Middle School, Orosi, CA- 8th grade Language Arts & AVID Teacher

- Combined AVID and GLAD learning strategies for positive behavior and study skills intervention

Education

Hope International University, Fullerton, CA. 2019- Multiple Subjects Teaching Credential

University of California Davis, Davis, CA. 2009- Single Subject Teaching Credential in English with Spanish authorization

University of California Davis, Davis, CA. 2008- Bachelor of Arts, Comparative Literature / Education Minor

Awards

Laura Settle Scholar for 2008-09

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: SANCHEZ

Last Known County of Employment: SOLANO COUNTY OFFICE

Note: Please verify County of Employment is current

First Name: SANDRA

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review ST

Middle Name:

Document Title	Document Number	Term	Status	Expiration Date	Issue Date	Original
> Multiple Subject Teaching Credential	210032976	Clear	Valid	1/1/2026	12/7/2020	12/7/2020
Single Subject Teaching Credential	170150223	Clear	Valid	7/1/2022	7/1/2017	7/30/2017

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Employment Restrictions

Organization Type	Organization	County

Louann Talbert
7072948694
louanntalbert@comcast.net

For the last 27 years, I have worked with middle school students in three different public schools. I love nature and have provided hands-on, relevant learning experiences for my students, finally developing a Garden-to-Table elective and a Garden/Culinary program at River School in Napa. I have connected with fellow school garden teachers to create an organization to support them and promote the great value of garden/nutrition education. I have worked with local environmental organizations to help my students better understand the world they live in and how to be valuable contributors to their local environment.

Work Experience

Middle School Science and Garden-to-Table Elective teacher at River School - 13 years.

Mathematics teacher at Creekside Middle School, Rohnert Park - 2005-2006.

Science, Mathematics, Social Studies and Art teacher at Laytonville Middle School - 13 years (1993 - 2005).

Founder/Leader of Napa Valley School Garden Network (2016 - present)

I've taught public middle school for 27 years. I developed and taught a Garden-to-Table middle school elective for 5 of those years. I was also active as a Napa Valley Educators Associate site representative for 9 years and as a teacher representative on the River School Board of Directors for 9 years..

I helped found and have led the Napa Valley School Garden Network since its inception in 2016, striving to unite and support school garden teachers throughout the Napa Valley. As a science teacher I worked with Friends of the Napa River, Napa County Resource Conservation District and Napa County Flood Control to help students learn about our local environment and become better stewards of our Earth.

Skills

Science/garden teacher knowledgeable in Life and Physical Science - 27 years

Collaborator with teacher colleagues, staff and administrators, community members, parents and students - 27 years

Communication-facilitator with parents/ families of students and local organizations - 27 years

Founder/leader of grassroots teachers' organization (Napa Valley School Garden Network), collaborating, communicating, organizing and decision- making - 5 years

Teachers' union site representative and officer, collaborating, communicating and leading colleagues at my school sites at Laytonville Middle School and River School, Napa - 19 years

Teacher representative on River School Board of Directors - 9 years

Grant-writing to obtain funds for school curriculum projects, including Laytonville Middle School Landscaping project and River School Garden/Culinary Program - 20 years

Education

Sonoma State University graduate - 1992 Bachelor's Liberal Studies Rohnert Park, CA

Dominican College - 1993 Professional Clear Multiple Subject Teaching Credential San Rafael, CA

Stanford University School of Education - 1994 - 1999 Complex Instruction Training Program Palo Alto, CA

Mendocino College, Humboldt State University, Napa Valley College, Oregon State University - 2000 - 2020 Numerous post-graduate courses in the sciences, mathematics, nutrition, permaculture agriculture, and culinary skills. Various locations throughout CA and online

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: TALBERT

Last Known County of Employment: NAPA COUNTY OFFICE O

Note: Please verify County of Employment is current

First Name: LOUANN

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review St

Middle Name: MARIE

Document Title	Document Number	Term	Status	Expiration Date	Issue Date	Original
> Multiple Subject Teaching Credential	180026591	Clear	Valid	9/1/2023	9/1/2018	8/14/19
Certificate of Completion of Staff Development	060254374	Clear	Valid		7/18/2006	7/18/200

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Employment Restrictions

Organization Type	Organization	County

Mayacamas Charter Middle School

Appendix D

“Meaningfully Interested” Parent Signatures



Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

By signing below, I attest that I am the parent or legal guardian of a child or children who will be enrolled in one of the grade levels to be served by Mayacamas Charter Middle School for the 2022-2023 school year, and that I support the petition.

9/9/2021

Date signed

DocuSigned by:
Wendi Agans
7E4C6B9DB000466...

Name: Wendi Agans

Address: 2 Orange Blossom Ct., American Canyon, CA 94503

Phone Number: 707-218-4084

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Joseph Payton Agans-Dominguez Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



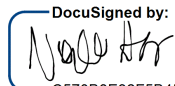
Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

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9/10/2021

Date signed

DocuSigned by:

6570B8E32F5B457...

Name: Noelle Agger

Address: 2435 Allegheny drive, Napa CA 94558

Phone Number: 707-322-2107

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

James Wyatt Agger _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



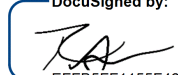
Charter School Parent/Guardian Approval Signature Page

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9/10/2021

Date signed

DocuSigned by:

EFFB6FF1166F42B...

Name: Richard Appleby

Address: 3562 Newark Drive, Napa, CA, 94558

Phone Number: (707) 739-1660

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Claire Appleby _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



**Charter School Parent/Guardian Approval Signature Page
MAYACAMAS CHARTER MIDDLE SCHOOL**

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9/10/2021

Date signed

DocuSigned by:
CAROLINE BALDINI
1DF827A87535450...

Name: CAROLINE BALDINI

Address: 118 Luke drive Napa ca 94558

Phone Number: 707-812-3442

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Giulia Baldini Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

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9/13/2021

Date signed

DocuSigned by:
Stacy Barrett
10E0B9EF31EF4A2...

Name: Stacy Barrett

Address: 1057 Stonybrook Drive

Phone Number: 707-775-7731

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

William Barrett Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



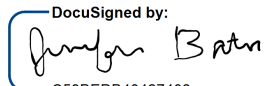
Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

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9/12/2021

Date signed

DocuSigned by:

C69DEBB40427403...

Name: Jennifer Bator

Address: 3949 Dunhill St Napa CA 94558

Phone Number: 7073377229

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Ashley Bator _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.




**Charter School Parent/Guardian Approval Signature Page
MAYACAMAS CHARTER MIDDLE SCHOOL**

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9/12/2021

Date signed

DocuSigned by:

C7A969A180B3482...

Name: Dayna Betts

Address: 1141 Atlas Peak Road Napa, CA 94558

Phone Number: 707-312-0159

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Alexio Garcia _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page
MAYACAMAS CHARTER MIDDLE SCHOOL

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9/13/2021

Date signed

DocuSigned by:
Adrienne Boudreaux
B5B99E6E15B94C1...

Name: Adrienne Boudreaux

Address: 1077 Kansas Avenue

Phone Number: 707-815-6136

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Acadia Leigon Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.

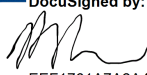


**Charter School Parent/Guardian Approval Signature Page
MAYACAMAS CHARTER MIDDLE SCHOOL**

By signing below, I attest that I am the parent or legal guardian of a child or children who will be enrolled in one of the grade levels to be served by Mayacamas Charter Middle School for the 2022-2023 school year, and that I support the petition.

9/10/2021

Date signed

DocuSigned by:

EEF1761A7A2A456...

Name: Phil Bourke

Address: 384 Coombs St Napa CA 94559

Phone Number: 7072251326

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Ruby Bourke _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

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9/13/2021

Date signed

DocuSigned by:
Elizabeth Brannon-Patel
47C607ED6647404...

Name: Elizabeth Brannon-Patel

Address: 60 Hunter Ranch RD Napa, CA 94558

Phone Number: 530-304-4294

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Olivia Brannon-Patel Grade Entering in 2022-2023 School Year 6

Grade Entering in 2022-2023 School Year

Grade Entering in 2022-2023 School Year

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

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9/13/2021

Date signed

DocuSigned by:
Devan Buck
EDFB1A9CE69041A...

Name: Devan Buck

Address: 131 Stonecrest dr

Phone Number: 7078154626

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Amani buck _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

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9/13/2021

Date signed

DocuSigned by:
Tami Buck
44B9DE32600740E...

Name: Tami Buck

Address: 4018 Jefferson Street

Phone Number: 707-738-1084

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Tug Buck Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



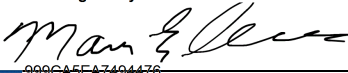
Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

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9/14/2021

Date signed

DocuSigned by:

999CA5EA7404476...

Name: Maria Cantera

Address: 1504 Juanita Ct, Napa CA

Phone Number: 707-287-2562

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Jasmine Cantera _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

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9/10/2021

Date signed

DocuSigned by:
Miryam Chae
GE569452DEBF4F0...

Name: Miryam Chae

Address: 961 Capitola Dr Napa CA 94559

Phone Number: 707-260-5361

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Isabelle Chae _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



**Charter School Parent/Guardian Approval Signature Page
MAYACAMAS CHARTER MIDDLE SCHOOL**

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9/10/2021

Date signed

DocuSigned by:
Colette Chambers
AAABC90591904F2...

Name: Colette Chambers

Address: 1106 Morningside Drive Napa, CA 94558

Phone Number: 415-497-9886

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

William Chambers Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



**Charter School Parent/Guardian Approval Signature Page
MAYACAMAS CHARTER MIDDLE SCHOOL**

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9/13/2021

Date signed

DocuSigned by:
Christopher Chell
60BC655540D54D4...

Name: Christopher Chell

Address: 1564 Tallac St, Napa, CA 94558

Phone Number: (925) 383-9053

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Emmett Chell _____ Grade Entering in 2022-2023 School Year 7

Asher Chell _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

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9/13/2021

Date signed

DocuSigned by:
Jenny Childers
B5D61836CFB94A9...

Name: Jenny Childers

Address: 2960 Alderwood Ct

Phone Number: 7072304302

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Kate Childers Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



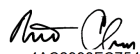
Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

By signing below, I attest that I am the parent or legal guardian of a child or children who will be enrolled in one of the grade levels to be served by Mayacamas Charter Middle School for the 2022-2023 school year, and that I support the petition.

9/9/2021

Date signed

DocuSigned by:

4AC2993FC75445B...

Name: Matthew Clancy

Address: 2968 1st st

Phone Number: 559-308-9501

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Molly Clancy _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page
MAYACAMAS CHARTER MIDDLE SCHOOL

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9/11/2021

Date signed

DocuSigned by:
HEATHER CLAUSS
7EE3C0064D7C44C...

Name: HEATHER CLAUSS

Address: 103 autumn run way, Napa CA 94558

Phone Number: 415-225-1211

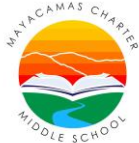
Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Nolan Matthews Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page MAYACAMAS CHARTER MIDDLE SCHOOL

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9/10/2021

Date signed

DocuSigned by:
Gabriela Cortes
2D1853B0035C400...

Name: Gabriela Cortes

Address: 21 Karen Drive American Canyon CA 94503

Phone Number: 707 492-4589

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Andrea Cortes _____ Grade Entering in 2022-2023 School Year 7

Aileen A Cortes _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.

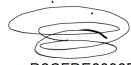


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9/12/2021

Date signed

DocuSigned by:

B2CFDE6006D7441...

Name: Teri Cunningham

Address: 3424 Crestview way

Phone Number: 707-477-9043

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Kaylee Treude Brayden Treude Grade Entering in 2022-2023 School Year 8

8 Grade Entering in 2022-2023 School Year _____

8 Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/10/2021

Date signed

DocuSigned by:
April Damron
6F6749A4DBAD48A...

Name: April Damron

Address: 1819 Seville Drive Napa CA 94559

Phone Number: 707-227-5907

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Julian Damron Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

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9/14/2021

Date signed

DocuSigned by:
Sarita Dangol
CFEG4FD9E29F4A9...

Name: Sarita Dangol

Address: 1163 marina dr Napa 94559

Phone Number: 9789300026

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Kevin Dangol _____ Grade Entering in 2022-2023 School Year 8

Sara Dangol _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/11/2021

Date signed

DocuSigned by:
Tiffany decrevel
39832BEE2A3E4AC...

Name: Tiffany decrevel

Address: 311 country club lane

Phone Number: 7072531305

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Paul Tucker decrevel Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



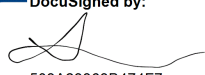
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9/11/2021

Date signed

DocuSigned by:

503A23363B474F7...

Name: Lisa DeLeon

Address: 2 Amanda Court

Phone Number: 707-927-8511

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Timothy DeLeon _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



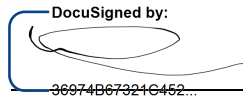
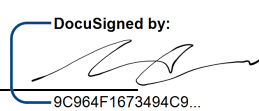
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9/10/2021

Date signed

DocuSigned by:  36974B67321C452...
DocuSigned by:  9C964F1673494C9...

Name: Marie Dennett

Address: 1431 vale ave

Phone Number: 7076561269

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Cash Bell _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



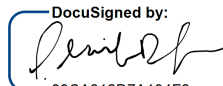
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9/10/2021

Date signed

DocuSigned by:

99CA312D7A194F2...

Name: Jennifer Dillingham

Address: 2764 Pine Street apt 3 Napa, CA 94558

Phone Number: 707-738-4946

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Caleb Francis Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/14/2021

Date signed

DocuSigned by:
Aimee Diskin
810F5420F8BB45A...

Name: Aimee Diskin

Address: 2447 creekside ave

Phone Number: 7072875423

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Hayden diskin _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/10/2021

Date signed

DocuSigned by:

90FC6759B8FE47D...

Name: Tami Dreyer



Phone Number: 7072279222

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Kaden Dreyer _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year 8

8 _____ Grade Entering in 2022-2023 School Year 8

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/13/2021

Date signed

DocuSigned by:
Stacey Emerson
EF62F44E4137417...

Name: Stacey Emerson

Address: 1104 Wyatt Ave

Phone Number: 7072285848

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Aubrey Emerson Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/14/2021

Date signed

DocuSigned by:
Natasha Engering-Ward
836EF40002DF466...

Name: Natasha Engering-ward

Address: 1044 2nd Ave

Phone Number: 7072656280

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Freya Engering-ward Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/14/2021

Date signed

DocuSigned by:
Olga Espinoza
FD5AC390B12D4EF...

Name: Olga Espinoza

Address: 109 Robin St

Phone Number: 7072279041

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Sebastian Espinoza Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.

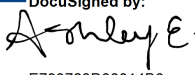


**Charter School Parent/Guardian Approval Signature Page
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9/10/2021

Date signed

DocuSigned by:

E793729D38814B6...

Name: Ashley Evans

Address: 2250 Clay St, Napa, CA 94559

Phone Number: 707-704-5907

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Isabella Evans _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



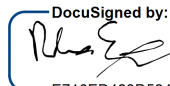
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9/10/2021

Date signed

DocuSigned by:

E716EB423D624A8...

Name: Rebecca Exum

Address: 2060 Funny Cide street apt 203 Napa Ca 94559

Phone Number: 7073324147

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Sebastion ExumHenderson Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/12/2021

Date signed

DocuSigned by:

2454A63A4DE448A...

Name: Brenda Fermin Cisneros

Address: 144 oran ct

Phone Number: 7072569815

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Yareli Ayanna Eusebio Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



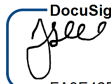
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9/12/2021

Date signed

DocuSigned by:

FA3E42E4FDE242C...

Name: Lisa Ficele

Address: 1638 San Vincente Ave, Napa., Ca., 94558

Phone Number: 7073392053

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Frank Ficele _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



**Charter School Parent/Guardian Approval Signature Page
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9/12/2021

Date signed

DocuSigned by:
Sarah Flint
64GFF41BEE8243F...

Name: Sarah Flint

Address: 3556 Meadowbrook Dr. Napa, CA 94458

Phone Number: 707-252-1585

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Tyler Flint Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



**Charter School Parent/Guardian Approval Signature Page
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9/14/2021

Date signed

DocuSigned by:
Kyrie Forbes
487D240302FB407...

Name: Kyrie Forbes

Address: 210 E 1st Street, Napa, CA 94559

Phone Number: 707-718-1159

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Charlotte Panton Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



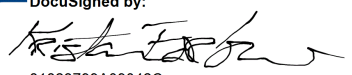
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9/10/2021

Date signed

DocuSigned by:

81823799A89842C...

Name: Kristan Forloine

Address: 2205 Buhman Ave, Napa, CA 94558

Phone Number: 707-337-1425

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Rylee Forloine Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



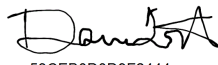
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9/14/2021

Date signed

DocuSigned by:

53CEB00009F2444...

Name: Dana Foster

Address: 3617 Parrett Ave. Napa, Ca. 94558

Phone Number: 707-225-2770

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Lillian Foster _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/9/2021

Date signed

DocuSigned by:
Rebecca Freschi
5D0CB5B1FD014F4...

Name: Rebecca Freschi

Address: 4431 Tanglewood way

Phone Number: 7076946872

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Lucia Freschi Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/14/2021

Date signed

DocuSigned by:

69F99A1A99904B4...

Name: Felicia Gagliasso

Address: 1111 Evans Ave

Phone Number: 7077129509

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Charlie Kupchyn Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



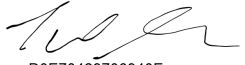
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9/14/2021

Date signed

DocuSigned by:

B0E70429706940E...

Name: Laura Gazi

Address: 212 Cardwell ct, Napa 94559

Phone Number: 6825217321

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Samuel Gazi _____ Grade Entering in 2022-2023 School Year 6

Nathan Gazi _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

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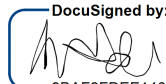
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9/13/2021

Date signed

DocuSigned by:

9BAF2FDEE146430...

Name: Veronica Gibson

Address: 3120 Hermosa dr.

Phone Number: 7072998089

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Aidan Gibson _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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Date signed

DocuSigned by:

2FBFE4DB8DEB4F9...

Name: Lisa Gordon

Address: 31 windsor Ct, Napa, CA 94558

Phone Number: 707-738-6710

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Chase Gordon _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



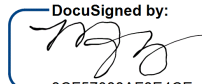
Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

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9/12/2021

Date signed

DocuSigned by:

3CF57008AF8E4CE...

Name: Melissa Gutierrez

Address: 1000 Evans Ave

Phone Number: 7078128875

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Liliana Benavidez Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/14/2021

Date signed

DocuSigned by:

268F2F54D8C443F...

Name: Yesenia Guzman

Address: 2613 Violet Ave

Phone Number: 7072276904

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Andres De la torre _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



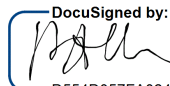
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9/14/2021

Date signed

DocuSigned by:

B554D857FA024CE...

Name: Brittani Hamilton

Address: 4143 Rhine court

Phone Number: 480-735-1329

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Cara hamilton _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/10/2021

Date signed

DocuSigned by:
Rachel Hobbs
62FD3D96AF83414...

Name: Rachel Hobbs

Address: 2085 W F Street Napa, Ca 94558

Phone Number: 7073018356

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Gioia Rombi Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

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9/14/2021

Date signed

DocuSigned by:

2BAB049CA70040F...

Name: Erin Hooten

Address: 38 Casassa Court

Phone Number: 7075017336

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Hunter Hooten _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



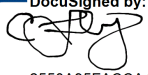
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9/9/2021

Date signed

DocuSigned by:

2550A95FACCA431...

Name: Chelsea Houser

Address: 3948 Raleigh st Napa ca 94558

Phone Number: 7072872160

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Vivian Houser Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



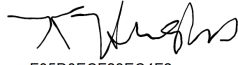
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9/12/2021

Date signed

DocuSigned by:

F05D0EGF23EG4F2...

Name: Kristen Hughes

Address: 1112 Scenic Pl, Napa, CA 94558

Phone Number: 610-331-5543

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Sienna Hughes _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



**Charter School Parent/Guardian Approval Signature Page
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9/11/2021

Date signed

DocuSigned by:
Holly Johnson
8F7A6362D5E4D2...

Name: Holly Johnson

Address: 1874 Larkspur Street, Yountville, CA 94599

Phone Number: 916-524-7409

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Davis Johnson Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



**Charter School Parent/Guardian Approval Signature Page
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9/12/2021

Date signed

DocuSigned by:
Sioban Ketelaar
1286E4A7A26D415...

Name: Sioban Ketelaar

Address: 2328 oak street

Phone Number: 9256955680

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Ada K. Mac Cana _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/11/2021

Date signed

DocuSigned by:
Jennifer Knight
AF5B6B99F2A34AC...

Name: Jennifer Knight

Address: 27 Riverton Court Napa, CA 94558

Phone Number: 415-519-3492

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Lila Bromley Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/14/2021

Date signed

DocuSigned by:
Adrienne Koford
80A185E72E9748D...

Name: Adrienne Koford

Address: 3486 Quail Court

Phone Number: 7076373775

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Makeda Koford Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

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9/14/2021

Date signed

DocuSigned by:
Dana Koschitzky
09E4DF69ACB24BC...

Name: Dana Koschitzky

Address: 6 amber leaf ct

Phone Number: 7077039537

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Alon koschitzky Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.




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9/10/2021

Date signed

DocuSigned by:

E5A9F4D9290C4B4...

Name: Dejan Kovacevic

Address: 505 Franklin st/Apt 6

Phone Number: 7076039195

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Milica Kovacevic _____ Grade Entering in 2022-2023 School Year 6

Ana Kovacevic _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/11/2021

Date signed

DocuSigned by:
Michael Krihak
211FD7FE00D74B1...

Name: Michael Krihak

Address: 1000 Stonybrook Dr., Napa, CA 94558

Phone Number: 7074947656

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Annika Krihak Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page
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9/14/2021

Date signed

DocuSigned by:
Rosa Lane
DE13EG6D6A614EF...

Name: Rosa Lane

Address: 1743 Sycamore Street, NAPA CA 94559

Phone Number: 7073634146

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Max Lane _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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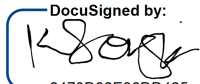
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9/14/2021

Date signed

DocuSigned by:

2470D02E96DD425...

Name: Kristen Longoria

Address: 741 Lathrop St

Phone Number: 7077384616

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Tyler Longoria Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



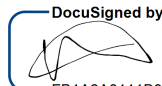
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9/9/2021

Date signed

DocuSigned by:

FB1A2A8111B9488...

Name: Manda Lynch

Address: 155 Harrison Ave

Phone Number: 7078123762

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Lynch _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



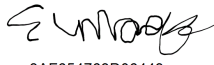
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9/11/2021

Date signed

DocuSigned by:

3AF654769D06443...

Name: Ellen MacFarlane

Address: 1020 Broadmoor Dr. Napa, Ca 94558

Phone Number: 7073636890

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Connor McNeilis MacFarlane _____ Grade Entering in 2022-2023 School Year 7

Duncan McNeilis MacFarlane _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



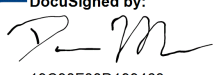
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9/11/2021

Date signed

DocuSigned by:

19C00F00D100463...

Name: Dania Massey

Address: 4112 Foxridge way

Phone Number: 707-815-5985

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Jordan Massey _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page
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9/10/2021

Date signed

DocuSigned by:
Megan McWilliams
65A6B6502505407...

Name: Megan McWilliams

Address: 3027 Donna Drive, Napa

Phone Number: 707-501-8296

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Jack McWilliams Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/11/2021

Date signed

DocuSigned by:
Jenaye Mendez
F02251047F72414...

Name: Jenaye Mendez

Address: 4445 Jefferson St. Napa CA. 94558

Phone Number: 7076069104

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Luke Mendez Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/12/2021

Date signed

DocuSigned by:
Audrey Miller
E4C09BC23C50491...

Name: Audrey Miller

Address: 5350 Country Lane, Napa 94558

Phone Number: 6174165314

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Rothko Miller _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/11/2021

Date signed

DocuSigned by:
Guy Moritz
A37CD2992917473...

Name: Guy Moritz

Address: 1111 Fourth Avenue, Napa, CA 94559

Phone Number: 707-255-0436

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Sarah Moritz Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/12/2021

Date signed

DocuSigned by:

74643DEA8BEB4DA...

Name: Krystyna Murray

Address: 4300 Plass Dr Napa Ca 94558

Phone Number: 949351277

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Andrew Murray _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/14/2021

Date signed

DocuSigned by:
Jennifer Neu
E7B485D8CEDC24F6...

Name: Jennifer Neu

Address: 4441 Tanglewood way Napa, CA 94558

Phone Number: 707-287-4436

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Jackson Bernards Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/14/2021

Date signed

DocuSigned by:
Chloe Noggle
G5AE29D7425643D...

Name: Chloe Noggle

Address: 461 S Jefferson Street Napa CA 94559

Phone Number: 707 350 4280

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Henry Brainard _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



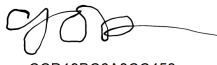
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9/9/2021

Date signed

DocuSigned by:

EED19BC6A8EG453...

Name: Gina O'Brien

Address: 1604 east ave

Phone Number: (707)235-6896

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Sloane O'Brien Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/13/2021

Date signed

DocuSigned by:
Crystal Olivares
4280254451EB444...

Name: Crystal Olivares

Address: 4441 Moffitt Drive, Napa, CA 94558

Phone Number: 7075294016

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Cameron Olivares Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/13/2021

Date signed

DocuSigned by:
Penelope Orsini
6E56238A5AE34DD...

Name: Penelope Orsini

Address: 4220 Plass Drive

Phone Number: 707-363-4983

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Nicolas Orsini Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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**Charter School Parent/Guardian Approval Signature Page
MAYACAMAS CHARTER MIDDLE SCHOOL**

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9/10/2021

Date signed

DocuSigned by:

9EDF36DF5288475...

Name: Sarah O'Rourke

Address: 1661 San Vicente Ave Napa CA 94558

Phone Number: 7078538284

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Eli O'Rourke Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/13/2021

Date signed

DocuSigned by:
Rachel Perkovich
4CFAD2D1A5E34FB...

Name: Rachel Perkovich

Address: 2918 Pinewood Drive Napa CA 94558

Phone Number: 9165131173

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Jack Perkovich _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



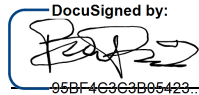
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9/14/2021

Date signed

DocuSigned by:


95BF463C3B05423...

Name: Brenna Pourroy

Address: 4386 Chablis Drive

Phone Number: 7073217832

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Sabrina Pourroy _____ Grade Entering in 2022-2023 School Year 8

Kielia Pourroy _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



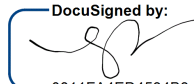
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9/9/2021

Date signed

DocuSigned by:

0011FA4ED4634B3...

Name: Erin Prosser

Address: 2927 Devita Drive

Phone Number: 707-287-2371

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Kaya Prosser _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.

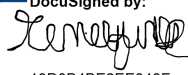


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9/13/2021

Date signed

DocuSigned by:

19D0B4BE2EE040F...

Name: Renee Quinlisk

Address: 474 Seymour St. Napa CA 94559

Phone Number: 7072872891

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Juliet Bailey Dayton Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/10/2021

Date signed

DocuSigned by:
Leslie Ramirez
4C1AAE705B6D4F2...

Name: Leslie Ramirez

Address: 630 Silverado Trail, Napa, CA 94559

Phone Number: 7075678147

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Catalina Ramirez _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/10/2021

Date signed

DocuSigned by:
Rachel Reindl
87A35DEE06004B2...

Name: Rachel Reindl

Address: 2972 Massa Dr. #A

Phone Number: 707 2255500

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Sofia Reindl _____ Grade Entering in 2022-2023 School Year 6

Eric Reindl _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



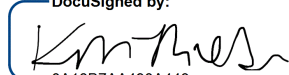
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9/12/2021

Date signed

DocuSigned by:

8A18B7AA400A443...

Name: Karie Ricard

Address: 2047 Lone Oak Ave. Napa, CA 94558

Phone Number: 805-458-4888

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Ruby Ricard Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/14/2021

Date signed

DocuSigned by:
Jenifer Rofkahr
BB04F7DF8BB148E...

Name: jenifer rofkahr

Address: 1081 Ross Circle

Phone Number: 415-412-9985

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Calvin Rofkahr Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



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9/11/2021

Date signed

DocuSigned by:
Christina Rubio
BB6B3DA966CD4B0...

Name: Christina Rubio

Address: 1037 Johnston St, Napa, CA 94558

Phone Number: 707-227-5709

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Alice Rubio _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.

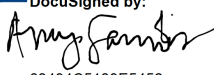


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9/12/2021

Date signed

DocuSigned by:

63494C5139E5452...

Name: Amy Samoulis

Address: 19 Dickerson Lane

Phone Number: 707 246 0358

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Justin Samolis Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



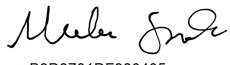
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9/13/2021

Date signed

DocuSigned by:

B3D3761DF080405...

Name: Marlene Saucedo

Address: 725 Santa Clara St

Phone Number: 707-654-5124

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Zion Saucedo _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/10/2021

Date signed

DocuSigned by:
Kimberly Schager
A28134092E6F4GF...

Name: Kimberly Schager

Address: 2556 greenwood ct napa ca 94558

Phone Number: 7073637699

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Lucas Schager Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/12/2021

Date signed

DocuSigned by:

A0046A2379F0404...

Name: Brooke Scherba

Address: 3627 Baxter Ave, napa

Phone Number: 6503151021

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Logan Scherba _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/14/2021

Date signed

DocuSigned by:
Alyson Shanahan
B158FCBB0A6D4D8...

Name: Alyson Shanahan

Address: 2228 Las Amigas rd, Napa CA 94559

Phone Number: 707-294-2496

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Ivy Shanahan Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/13/2021

Date signed

DocuSigned by:
Jacqueline Shikowitz
20D4D3DA3D4D426...

Name: Jacqueline Shikowitz

Address: 3674 Redwood Rd., Napa

Phone Number: 707-255-8247

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

oliver shikowitz Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/12/2021

Date signed

DocuSigned by:

E4A52DCA86774D7...

Name: James Silver

Address: 1036 wine Country Ave Napa

Phone Number: 917.657.1833

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

7 _____ Grade Entering in 2022-2023 School Year 7 _____

9 _____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/12/2021

Date signed

DocuSigned by:

146BD916E0264A2...

Name: Kristen Sims

Address: 3309 Scenic Dr, Napa, CA, 94558

Phone Number: 707-628-9892

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Brooke Sims _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/14/2021

Date signed

DocuSigned by:
Miriam Solorio
FEA3786ED12E46C...

Name: Miriam Solorio

Address: 24 Edith Ct Napa

Phone Number: 7072664627

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

sebastian solorio Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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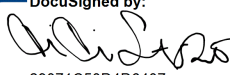


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9/9/2021

Date signed

DocuSigned by:

29871C56D4D6407...

Name: Mimi Storts

Address: 1029 Sheveland Ln

Phone Number: 707-337-5574

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Orin Storts Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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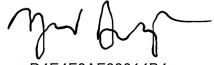
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9/12/2021

Date signed

DocuSigned by:

B4E4F8AF60014B4...

Name: Yev Taylor

Address: 333 S. Hartson St

Phone Number: 530-521-0799

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Audrey Taylor _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/11/2021

Date signed

DocuSigned by:
Jennifer Trette
9A6D7C91A9F741F...

Name: Jennifer Trette

Address: 2260 whiskery Ct Napa, CA 94559

Phone Number: 415-793-0788

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Alexander Trette _____ Grade Entering in 2022-2023 School Year 8

Emerson Trette _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

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9/10/2021

Date signed

DocuSigned by:

E5486D1F8DA54E5...

Name: Yvonne Tsai

Address: 3417 Boulder Creek Ct., Napa, CA94558

Phone Number: 4086288236

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Andre Tsai _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/14/2021

Date signed

DocuSigned by:
Megan Van Coutren
B7D69B764942447...

Name: Megan Van Coutren

Address: 3084 Encanto Drive, Napa, CA 94558

Phone Number: 707-337-1303

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Iris Van Coutren Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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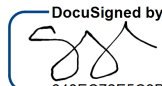
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9/10/2021

Date signed

DocuSigned by:

648EC72E5C9B4BB...

Name: Stacy Vogel

Address: 3325 Linda Mesa Way, Napa ca 94558

Phone Number: 7074837630

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Kai Nakaji _____ Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



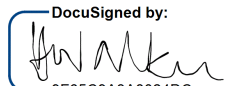
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9/14/2021

Date signed

DocuSigned by:

9F65C9A3A0024DC...

Name: Heather walker

Address: 161 Mayfield ct

Phone Number: 7076940107

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Bryleigh goodin Grade Entering in 2022-2023 School Year 7

Braxton Goodin Grade Entering in 2022-2023 School Year 7

Kensington Goodin Grade Entering in 2022-2023 School Year 6

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9/11/2021

Date signed

DocuSigned by:
Mary L. Webb
FB38530B84A9468...

Name: Mary L. webb

Address: 3350 Crestview Way Napa CA 94558

Phone Number: 5024184335

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Henry webb _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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9/11/2021

Date signed

DocuSigned by:
Monica West
15215544D80E427...

Name: Monica West

Address: 1051 hedgeside ave

Phone Number: 415-640-1514

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

hank Rousse Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

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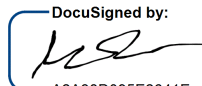
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9/11/2021

Date signed

DocuSigned by:

A2A38B095E2641E...

Name: Seaneen whaley

Address: 3214 Scott way

Phone Number: 707-266-8105

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Asher Mendenhall _____ Grade Entering in 2022-2023 School Year 8

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

By signing below, I attest that I am the parent or legal guardian of a child or children who will be enrolled in one of the grade levels to be served by Mayacamas Charter Middle School for the 2022-2023 school year, and that I support the petition.

9/11/2021

Date signed

DocuSigned by:
Deirdre Wheeler Kopf

Name: Deirdre wheeler Kopf

Address: 3220 Swiss Ct. Napa CA 94558

Phone Number: 9258993363

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Ahren Kopf _____ Grade Entering in 2022-2023 School Year 8

Koralina Kopf _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

By signing below, I attest that I am the parent or legal guardian of a child or children who will be enrolled in one of the grade levels to be served by Mayacamas Charter Middle School for the 2022-2023 school year, and that I support the petition.

9/14/2021

Date signed

DocuSigned by:

BBF0F70077F34EF...

Name: John Wicks

Address: 4001 Foxridge Way Napa CA 94558

Phone Number: 9492872629

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

John Wicks _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



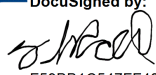
Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

By signing below, I attest that I am the parent or legal guardian of a child or children who will be enrolled in one of the grade levels to be served by Mayacamas Charter Middle School for the 2022-2023 school year, and that I support the petition.

9/14/2021

Date signed

DocuSigned by:

F59BB1C547FF480...

Name: olivia wood

Address: 2622 1st street

Phone Number: 415-299-0609

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Tallulah wood _____ Grade Entering in 2022-2023 School Year 6

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.



Charter School Parent/Guardian Approval Signature Page

MAYACAMAS CHARTER MIDDLE SCHOOL

By signing below, I attest that I am the parent or legal guardian of a child or children who will be enrolled in one of the grade levels to be served by Mayacamas Charter Middle School for the 2022-2023 school year, and that I support the petition.

9/10/2021

Date signed

DocuSigned by:
Eric Worden
8D6D84A5B67E496...

Name: Eric Worden

Address: 1033 Stonybrook Drive, Napa, CA

Phone Number: 7076373234

Please provide First and Last Name(s) of child(ren) eligible to attend the proposed charter school:

Zoey Worden Grade Entering in 2022-2023 School Year 7

_____ Grade Entering in 2022-2023 School Year _____

_____ Grade Entering in 2022-2023 School Year _____

I am meaningfully interested in my child attending Mayacamas Charter Middle School.

Mayacamas Charter Middle School

Appendix E

Napa Foundation for Options in Education Governance Documents:

- Articles of Incorporation
- [Draft] Amendment to Articles of Incorporation
- Bylaws
- [Draft] Amended and Restated Bylaws
- Conflicts of Interest Policy

1892284

FILED

In the Office of the Secretary of State
of the State of California

JUN 30 1994

ARTICLES OF INCORPORATION

OF

NAPA ALTERNATIVES FOR CHILDREN

I.

The name of the corporation is:

NAPA ALTERNATIVES FOR CHILDREN.

Tony Miller
Acting Secretary of State

II.

The corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes. Such purposes for which the corporation is organized are exclusively educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (below called "the Code").

Notwithstanding any other provision of these articles, the corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code (or the corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code (or the corresponding provision of any future United States Internal Revenue Law).

III.

The name and address of the corporation's initial agent for service of process is C. Richard Lemon, 809 Coombs Street, Napa, California 94559.

IV.

No substantial part of the activities of the corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation. The corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

dividends to members or to any private shareholder, as defined for purposes of Section 501(c)(3) of the Code, or individual.

The property, assets, profits, and net income of the corporation are dedicated irrevocably to the purposes set forth in Article II above. No part of the profits or net income of the corporation shall ever inure to the benefit of any director, trustee, officer, shareholder or member of the corporation, or to the benefit of any private individual.

Upon the dissolution and winding up of the corporation, after paying or adequately providing for its debts and obligations, its remaining assets shall be distributed to a nonprofit fund, foundation, or corporation, which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Code and which is qualified for exemption from taxation under Section 23701d of the California Revenue and Taxation Code.

Dated: June 28, 1994



C. Richard Lemmon, Incorporator

**AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF
THE NAPA FOUNDATION FOR OPTIONS IN EDUCATION**

The undersigned hereby certify that:

1. They are the President and Secretary, respectively, of The Napa Foundation for Options in Education, a California nonprofit public benefit corporation, with California Entity Number C1892284.
2. The Articles of Incorporation of the corporation are amended and restated to read as follows:

ARTICLE I

The name of the corporation is The Napa Foundation for Options in Education.

ARTICLE II

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, and other charitable and educational activities as may be approved by the corporation's board of directors from time to time.

ARTICLE III

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended; or (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended.

ARTICLE IV

A. The property, assets, profits and net income of this corporation are irrevocably dedicated to charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions

of any future United States Internal Revenue Law) and meeting the requirements of Section 214 of the California Revenue and Taxation Code, and no part of the property, assets, profits or net income of this corporation shall ever inure to, or for the benefit of, or be distributed to, any director, officer or other private person.

B. Upon the winding-up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to another public school, or a California nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable and educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code, which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, as amended, and which maintains or participates in, or is eligible to maintain or participate in, a governmental plan under Section 414(d) of the Internal Revenue Code.

3. The foregoing Amended and Restated Articles of Incorporation have been duly approved by the corporation’s Board of Directors.

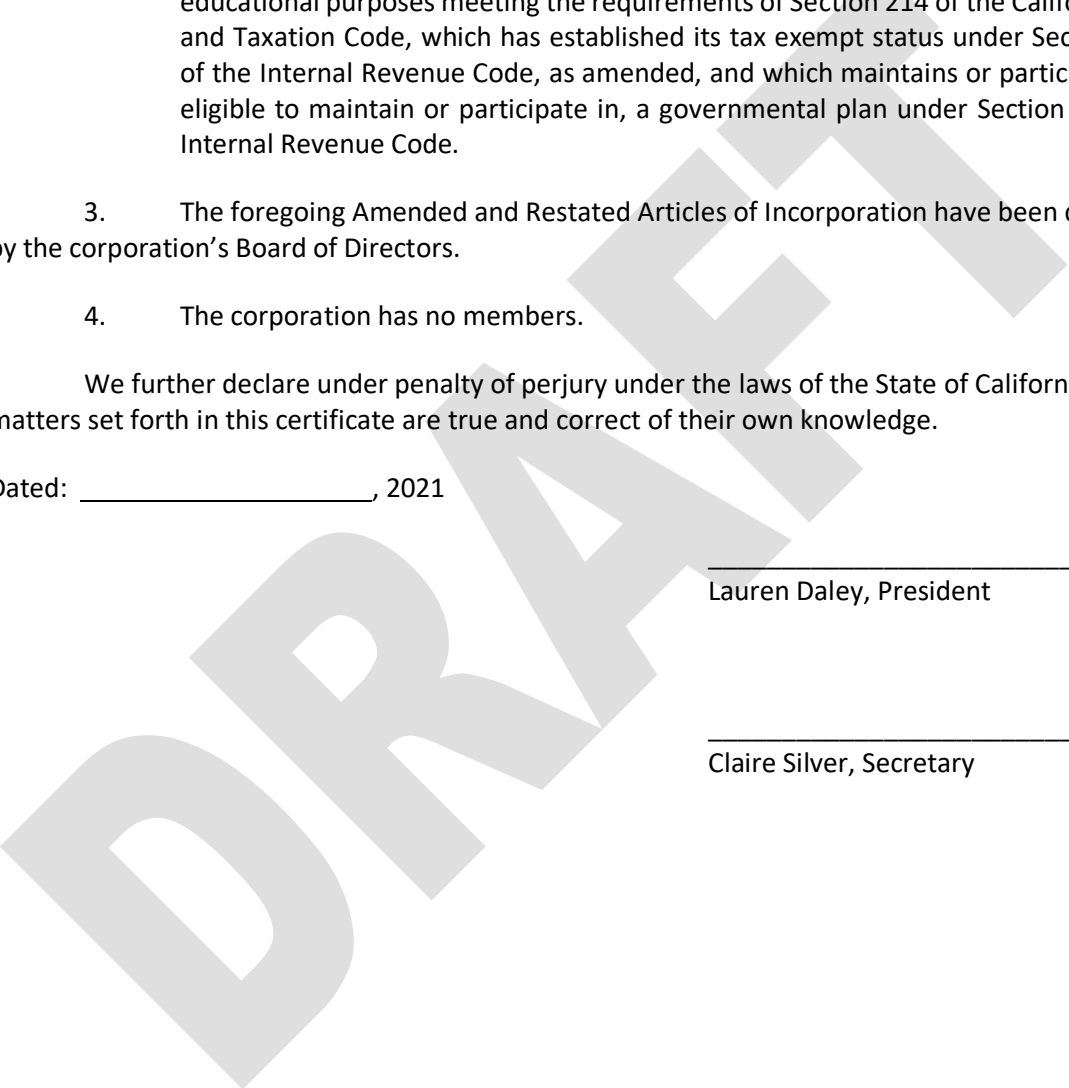
4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Dated: _____, 2021

Lauren Daley, President

Claire Silver, Secretary



**AMENDED AND RESTATED
BYLAWS OF
THE NAPA FOUNDATION FOR OPTIONS IN EDUCATION
A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION**

**ARTICLE I
NAME**

The name of the organization is the Napa Foundation for Options in Education (the “Foundation”).

**ARTICLE II
ORGANIZATION AND PURPOSE**

Section 1. Organization. The organization is organized in accordance with the Nonprofit Corporation Act of California, as amended. The organization has not been formed for the making of any profit, or personal financial gain. The assets and income of the organization shall not be distributable to, or benefit the trustees, directors, or officers or other individuals. The assets and income shall only be used to promote the purposes as described below. Nothing contained herein, however, shall be deemed to prohibit the payment of reasonable compensation to employees and independent contractors for services provided for the benefit of the organization. This organization shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax. The organization shall not endorse, contribute to, work for, or otherwise support (or oppose) a candidate for public office.

Section 2. General Purpose. The Foundation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Corporation Law of California for charitable purposes. The organization is organized exclusively for purposes pursuant to section 501(c)(3) of the Internal Revenue Code.

Section 3. Specific Purpose. The Foundation seeks to ensure the establishment, operation, and long-term viability of an independent charter school, while maintaining the financial viability and volunteer resources needed to supplement the student experience through school-related events and enrichment programs; it may undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with the Corporation’s general and specific purposes.

**ARTICLE III
OFFICES**

Section 1. Principal Office. The principal office for transaction of the business of the Corporation may be established at any place or places within or without the State of California by resolution of the Board, provided that if and as long as this Corporation has a valid charter

petition to operate a charter school and the petition so requires, the Foundation shall maintain an office in the geographic boundaries of the charter authorizer.

Section 2. Other Offices. The Board may at any time establish brand or subordinate offices at any place or places where the Corporation is qualified to transaction business.

ARTICLE IV MEETINGS

Section 1. Annual Meeting. An annual meeting shall be held once each calendar year, traditionally in May, for the purpose of electing directors and for the transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time.

Section 2. Regular Meetings. Between the months of August and May, regular meetings of the Board will be held monthly, at such time and place as the Board may fix from time to time by resolution.

Section 3. Special Meetings. Special meetings for any lawful purpose maybe be called at any time by the President, the Vice-President, or any three Directors. A special meeting is not required to be held at a geographic location if the meeting is held by means of the internet of other electronic communications technology in a manner pursuant to which the members have the opportunity to read or hear the proceedings substantially concurrent with the occurrence of the proceedings, note on matters submitted to the members, pose questions, and make comments.

Section 4. Notice. At least seventy-two (72) hours before an annual meeting or regular meeting, or forty-eight (48) hours before a special meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. A brief general discussion need not exceed twenty (20) words. The agenda shall specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public as well as on the Corporation's website (if any). No action or discussion shall be undertaken at any annual or regular meeting on any item not appearing on the posted agenda.

Notice of the time and place of all meetings (annual, regular, and special) shall be given to each director by one or more of the following methods in addition to the above:

- Personal delivery of written notice;
- Telephone, including a voice messaging system or other technology designed to record or communicate messages; or
- Electronic mail ("e-mail") or other means of electronic transmission if the recipient has consented to accept notices in this manner.

Section 5. Waiver of Notice. Notice of a meeting need not be given to any Director who, either before or after the meeting, signs a written waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent does not need to

specify the purpose of the meeting. All waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Also, notice of a meeting is not required to be given to any Director who attends the meeting without protesting before or at its commencement about the lack of adequate notice. Directors can protest the lack of notice only by presenting a written protest to the Secretary either in person, by first-class mail addressed to the Secretary at the principal office of the Corporation as contained on the records of the Corporation as of the date of the protest, or by e-mail to the e-mail address of the Corporation as contained on the records of the Corporation as of the date of the protest. Notwithstanding the foregoing, the public notice of a meeting required by these Bylaws can never be waived.

Section 6. Place of Meeting. Meetings shall be held at the organization's principal place of business unless otherwise stated in the notice. Unless the articles of incorporation or bylaws provide otherwise, the board of directors may permit any or all directors to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may simultaneously hear each other during this meeting. A director participating in a meeting by this means shall be deemed to be present in person at the meeting.

Section 7. Quorum. A majority of the directors shall constitute at quorum at a meeting. In the absence of a quorum, a majority of the directors may adjourn the meeting to another time without further notice. If a quorum is represented at an adjourned meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors results in representation of less than a quorum.

Section 8. Informal Action. Any action required to be taken, or which may be taken, at a meeting, may be taken without a meeting and without prior notice if a consent in writing, setting forth the action so taken, is signed by the directors with respect to the subject matter of the vote.

ARTICLE V DIRECTORS

Section 1. Number of Directors. The authorized number of directors of the Foundation (“Directors”) shall be not less than seven (7) or more than fifteen (15), the exact authorized number to be fixed, within these limits, by resolution of the Board.

Section 2. Election and Term of Office. Directors will be appointed during the Annual Meeting each year for a term effective immediately following the closing of the Annual Meeting and expiring at the closing of the Annual Meeting the following school year. All Director appointments are renewable annually with no term limit.

Section 3. Adverse Interest. In the determination of a quorum of the directors, or in voting, the disclosed adverse interest of a director shall not disqualify the director or invalidate his or her vote.

Section 4. Procedures. The vote of a majority of the directors present at a properly called meeting at which a quorum is present shall be the act of the Board of Directors, unless the vote of a greater number is required by law or by these by-laws for a particular resolution. A director of the organization who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless their dissent shall be entered in the minutes of the meeting. The Board shall keep written minutes of its proceedings in its permanent records.

Section 5. Removal / Vacancies. A director shall be subject to removal, with or without cause, at a meeting called for that purpose. Any vacancy that occurs on the Board of Directors, whether by death, resignation, removal or any other cause, may be filled by the remaining directors. A director elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

Section 6. Committees. To the extent permitted by law, the Board of Directors may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers and authorities of such committees.

Section 7. Fees and Compensation of Directors and Committee Members. The Corporation shall not pay any compensation to Directors for services rendered to the Corporation as Directors, except that Directors may be reimbursed for expenses incurred in the performance of their duties to the Corporation, in reasonable amounts as approved by the Board.

Section 8. Non-Liability of Directors. The Directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

ARTICLE VI OFFICERS

Section 1. Number of Officers. The officers of the organization shall be a President, one or more Vice-Presidents (as determined by the Board of Directors), a Treasurer, and a Secretary. Two or more offices may be held by one person. The President/Chairman may not concurrently serve as the Secretary or Treasurer/CFO. The President may not serve concurrently as a Vice President. Two persons may share the role of President in lieu of or in addition to having a person in the role of Vice President.

President/Chairman. The President shall be the chief executive officer and shall preside at all meetings of the Board of Directors and its Executive Committee, if such a committee is created by the Board.

Vice President. The Vice President shall perform the duties of the President in the absence of the President and shall assist that office in the discharge of its leadership duties.

Secretary. The Secretary shall give notice of all meetings of the Board of Directors and Executive Committee, shall keep an accurate list of the directors, and shall have the authority to certify any records, or copies of records, as the official records of the organization. The Secretary shall maintain the minutes of the Board of Directors' meetings and all committee meetings.

Treasurer/CFO. The Treasurer shall be responsible for conducting the financial affairs of the organization as directed and authorized by the Board of Directors and Executive Committee, if any, and shall make reports of corporate finances as required, but no less often than at each meeting of the Board of Directors and Executive Committee.

Section 2. Election and Term of Office. The officers shall be elected annually by the Board of Directors, immediately following the annual meeting. Each officer shall serve a two year term or until a successor has been elected and qualified.

Section 3. Removal or Vacancy. The Board of Directors shall have the power to remove an officer or agent of the organization. Any vacancy that occurs for any reason may be filled by the Board of Directors.

ARTICLE VII CORPORATE RECORDS, REPORTS AND SEAL

Section 1. Corporate Seal and Execution Instruments. The organization shall not have a corporate seal. All instruments that are executed on behalf of the organization that are acknowledged and that affect an interest in real estate shall be executed by the President or any Vice-President and the Secretary or Treasurer. All other instruments executed by the organization, including a release of mortgage or lien, may be executed by the President or any Vice-President. Notwithstanding the preceding provisions of this section, any written instrument may be executed by any officer(s) or agent(s) that are specifically designated by resolution of the Board of Directors.

Section 2. Books and Records of Account. The Corporation shall keep adequate and correct books and records of account. "Correct books and records" includes, but is not necessarily limited to: accounts of properties and transactions, its assets, liabilities, receipts, disbursements, gains, and losses.

Section 3. Articles of Incorporation and Bylaws. The Corporation shall keep at its principal office, the original or a copy of the Articles of Incorporation and Bylaws as amended to date.

Section 4. Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns. The Corporation shall at all times keep at its principal office a copy of its federal tax exemption application and, for three years from their date of filing, its annual information returns. These documents shall be open to public inspection and copying to the extent required by the Code.

ARTICLE VIII AMENDMENT TO BYLAWS

The bylaws may be amended, altered, or repealed by the Board of Directors by a majority of a quorum vote at any regular or special meeting. The text of the proposed change shall be distributed to all board members in compliance with the notice provisions set forth in herein.

ARTICLE IX INDEMNIFICATION AND INSURANCE

Section 1. Indemnification. Any director or officer who is involved in litigation or other legal proceeding or government or regulatory inquiry or any similar action by reason of his or her position as a director or officer of this organization shall be indemnified and held harmless by the organization to the fullest extent authorized by law as it now exists or may subsequently be amended (but, in the case of any such amendment, only to the extent that such amendment permits the organization to provide broader indemnification rights).

Section 2. Insurance. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Officer or Director, as defined in this Article 9, against any liability asserted against or incurred by any Agent in such capacity or arising out of the officer or director's status as such, whether or not the Corporation would have the power to indemnify the officer or director against the liability under the provisions of this Article 9.

ARTICLE X DISSOLUTION

The organization may be dissolved only with authorization of its Board of Directors given at a special meeting called for that purpose, and with the subsequent approval by no less than two-thirds (2/3) vote of the members. In the event of the dissolution of the organization, the assets shall be applied and distributed as follows:

All liabilities and obligations shall be paid, satisfied and discharged, or adequate provision shall be made therefore. Assets not held upon a condition requiring return, transfer, or conveyance to any other organization or individual shall be distributed, transferred, or conveyed, in trust or otherwise, to charitable and educational organizations, organized under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of a similar or like nature to this organization, as determined by the Board of Directors.

Certification

Each of Jolene A. Yee and Lauren Daley, Co-Presidents of the Foundation, and Claire Silver, Secretary of the Foundation certify that the foregoing is a true and correct copy of the bylaws of the above-named organization, duly adopted by the Board of Directors on August 10, 2021.

I certify that the foregoing is a true and correct copy of the bylaws of the above-named organization, duly adopted by the Board of Directors on August 1, 2021.

By: Jolene A Yee Date: 08-19-2021
Jolene A. Yee, Co-President

By: Lauren Daley Date: 08/19/21
Lauren Daley, Co-President

By: Claire Silver Date: 08-22-2021
Claire Silver, Secretary

Signature: Jolene A Yee
Jolene A Yee (Aug 19, 2021 20:34 PDT)
Email: napawicks@gmail.com

Signature: Lauren Daley
Lauren Daley (Aug 19, 2021 20:39 PDT)
Email: ljdaley@willdaley.com

Signature: Claire Silver
Claire Silver (Aug 22, 2021 13:25 PDT)
Email: crsilver76@gmail.com











Foundation Amended and Restated Bylaws August 2021

Final Audit Report

2021-08-22

Created:	2021-08-19
By:	Claire Silver (crsilver76@gmail.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAebr3VZerPpL6LheSPNDzLV3gx3jiig-d

"Foundation Amended and Restated Bylaws August 2021" History

-  Document created by Claire Silver (crsilver76@gmail.com)
2021-08-19 - 7:47:50 PM GMT- IP address: 67.180.234.217
-  Document emailed to Jolene A Yee (napawicks@gmail.com) for signature
2021-08-19 - 7:48:32 PM GMT
-  Email viewed by Jolene A Yee (napawicks@gmail.com)
2021-08-19 - 9:29:20 PM GMT- IP address: 50.207.79.93
-  Document e-signed by Jolene A Yee (napawicks@gmail.com)
Signature Date: 2021-08-20 - 3:34:57 AM GMT - Time Source: server- IP address: 50.225.76.242
-  Document emailed to Lauren Daley (ljdaley@willdaley.com) for signature
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-  Email viewed by Lauren Daley (ljdaley@willdaley.com)
2021-08-20 - 3:37:52 AM GMT- IP address: 98.37.91.19
-  Document e-signed by Lauren Daley (ljdaley@willdaley.com)
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-  Document emailed to Claire Silver (crsilver76@gmail.com) for signature
2021-08-20 - 3:39:09 AM GMT
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E-signature hosted by Claire Silver (crsilver76@gmail.com)
Signature Date: 2021-08-22 - 8:25:29 PM GMT - Time Source: server- IP address: 67.180.234.217

✔ Agreement completed.

2021-08-22 - 8:25:29 PM GMT

**SECOND AMENDED AND RESTATED BYLAWS
OF
THE NAPA FOUNDATION FOR OPTIONS IN EDUCATION
(A California Nonprofit Public Benefit Corporation)**

(Adopted _____, 2021)

ARTICLE I. NAME

Section 1.01 Corporate Name. The name of this corporation is The Napa Foundation for Options in Education.

ARTICLE II. OFFICES

Section 2.01 Principal Office. The corporation's principal office is located at 1370 Trancas Street, Suite 180, Napa, California 94558. The Board of Directors ("Board") may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III. PURPOSES

Section 3.01 Description in Articles. The corporation's general and specific purposes are described in its Articles of Incorporation.

ARTICLE IV. DEDICATION OF ASSETS

Section 4.01 Dedication of Assets. The corporation's assets are irrevocably dedicated to charitable and educational purposes within the meaning of Internal Revenue Code Section 501(c)(3) and meeting the requirements of California Revenue and Taxation Code Section 214. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. Upon dissolution of the corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed as set forth in its Articles of Incorporation.

ARTICLE V. NO MEMBERS

Section 5.01 No Members. The corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

Section 5.02 Authority Vested in the Board. Any action that otherwise requires approval by a majority of all members or approval by the members requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members shall vest in the Board.

Section 5.03 Associates. The corporation may use the term "members" to refer to persons associated with it, but such persons shall not be members within the meaning of Section 5056 of the California

ARTICLE VI. BOARD OF DIRECTORS

Section 6.01 General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these Bylaws, the corporation's activities and affairs shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company, or committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 6.02 Specific Powers. Without prejudice to such general powers, but subject to the same limitations, the Board shall have the following powers:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation (as provided herein, members of the Board are not compensated for service on the Board);

(b) To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;

(c) To change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California;

(d) To borrow money and incur indebtedness for the corporation's purposes and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;

(e) To adopt, make, and use a corporate seal and alter the form of the seal from time to time as they may deem best;

(f) To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity that it may lawfully engage in;

(g) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

(h) To act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

(i) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes.

Section 6.03 Number and Election of Directors.

(a) The Board shall consist of not less than five (5) and not greater than nine (9) Directors, with the exact number to be determined from time to time by a resolution of the Board. Candidates for a Board position will be reviewed on an application and interview basis and may be nominated by any member of the school community. With the exception of the Board members at the time these Bylaws are adopted, Directors shall be elected by the vote of a majority of Directors then in office.

(b) The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation, and a dedication to its charitable endeavors. The Board will strive to maintain a balanced composition of Board members with diverse skills, experience and perspectives that can contribute to effective school governance as well as the corporation's mission, including to the extent practicable, expertise in education, curriculum development, mental health services, global business, law and governance, accounting and finance, nonprofit management, community development and engagement, parent engagement, business management, and leadership development.

(c) So long as the corporation is authorized to and operates a charter school pursuant to the Charter Schools Act of 1992, the charter authorizer may appoint a single Director to serve on the Board pursuant to Education Code Section 47604(c), who shall serve in addition to the Directors described in Section 6.03(a).

(d) All Directors shall have full voting rights.

Section 6.04 Terms Of Office. Each Director shall hold office for two (2) years; except the Board members at the time these Bylaws are adopted shall stagger their terms to establish continuity and sustainability on the Board by designating a group of Directors to serve a term of only one (1) year. There shall be no limitation on the number of consecutive terms to which a Director may be reelected.

Section 6.05 Events Causing Vacancies On Board. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board shall be filled by the vote of a majority of Directors then in office. Each Director so elected shall hold office until the expiration of the term of the replaced Director and until a successor has been duly qualified and elected.

Section 6.06 Removal. Any Director may be removed at any time by a majority vote of the Board, with or without cause.

Section 6.07 Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the CEO, the President, the Secretary, or the entire Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before then to take office when the resignation becomes effective. No Director may resign when the corporation would then be left without at least one (1) Director in charge of its affairs.

Section 6.08 Brown Act; Charter Schools Act Compliance. At all times that the corporation has a valid charter to operate a charter school, meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (California Government Code Sections 54950, *et seq.*), as the same may be modified from time to time (“Brown Act”), and the additional Board meeting requirements under Education Code Section 47604.1, and shall occur within Napa County.

Section 6.09 Annual Meetings. The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting.

Section 6.10 Regular Meetings. The Board shall hold regular monthly meetings during the school year, which, along with the annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. Regular meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with the Brown Act, and agendas for such meetings will be posted seventy-two (72) hours previous to the meeting near the entrances of the school and on the school’s website, if it has one. The notice shall contain a brief general description of each item of business to be transacted or discussed at the meeting. Regular meetings of the Board related to the corporation’s charter shall be held at the school site or another suitable location within Napa County that is feely accessible to the public.

Section 6.11 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the CEO, the Board Chair, if any, the President, the Secretary, or any two Directors. Notice of the time and place of special meetings shall be delivered to each Director personally or by any other means. In compliance with the Brown Act, notice of special meetings shall be provided at least twenty-four (24) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the Director or to the person at the office of the Director who the person giving the notice has reason to believe will promptly communicate it to the Director. Special meetings of the Board related to the corporation’s charter shall be held, and the notice of such meetings shall be posted, in the same locations as regular meetings as described in Section 6.10.

Section 6.12 Quorum. A majority of the actual number of Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, subject to the provisions of Corporations Code Section 5212 (appointment of committees), Section 5233 (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) (indemnification of directors), and except as may be otherwise provided under the Political Reform Act, if applicable. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, but no action shall be taken unless and until a quorum is restored.

Section 6.13 Participation in Meetings by Conference Telephone. Subject to the requirements of the California Nonprofit Public Benefit Corporation Law, members of the Board may participate in a meeting through the use of teleconference telephone or similar communications equipment, so long as all Directors participating in such meeting can communicate with one another. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act and Education Code Section 47604.1, including without limitation the following:

(a) At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within Napa County;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.14 Waiver of Notice. Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 6.15 Action Without Meeting. Until the corporation has an approved charter to operate a charter school, any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board individually or collectively consent in writing to such action. Such consent(s) shall have the same effect as a unanimous vote of the Board and shall be filed with the minutes of the proceedings of the Board.

Section 6.16 Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

Section 6.17 Fees and Compensation. Directors shall serve without compensation for their service. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the corporation's business. The corporation may carry liability insurance respecting the conduct of the corporation's business by the Directors.

ARTICLE VII. OFFICERS

Section 7.01 Required Officers. The officers of the corporation shall be a Chief Executive Officer (who may be referred to as the Executive Director or School Principal), a President, a Secretary, and a Treasurer (who may also be referred to as the Chief Financial Officer).

Section 7.02 Permitted Officers. The corporation may also have, at the discretion of the Board, a Chairperson of the Board, one or more Vice Presidents, and such other officers as the business of the

corporation may require, each of whom shall be elected or appointed to hold office for such period, have such authority and perform such duties as the Board at its pleasure from time to time may determine.

Section 7.03 Duplication of Office Holders. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer/ Chief Financial Officer may serve concurrently as the Chief Executive Officer.

Section 7.04 Election of Officers. The corporation's officers shall be elected by the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, until their respective successors shall be elected. Vacancies of officers may be filled by the Board at a regular or special meeting.

Section 7.05 Removal of Officers. Any officer may be removed, either with or without cause, by the Board at any time or, in the case of an officer appointed by another officer, the person with authority to appoint shall also have the power of removal. Any removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 7.06 Resignation of Officers. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 7.07 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur.

Section 7.08 Chief Executive Officer. The corporation shall have a Chief Executive Officer, who may be referred to as the Executive Director or School Principal. The CEO shall be the general manager and chief executive officer of the corporation, and, subject to the control of the Board and his or her contract of employment, shall generally supervise, direct and control the activities, affairs and officers of the corporation and shall see that all resolutions of the Board are carried into effect and shall perform any and all other duties assigned by the Board.

Section 7.09 President. The Board shall elect one Director to serve as President of the Board, who may be referred to as the Board Chair. Unless the Board elects a separate Chair, the President shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 7.10 Secretary. The Secretary shall keep or cause to be kept, at the principal office of the corporation or such other place as the Board may direct, a book of minutes of all meetings and actions of Directors and any committees thereof, with the time and place of holding, whether annual or special, and, if special, how authorized, the notice given, the names of those present at such meetings, and the proceedings of such meetings. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses. The

Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all Directors promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer/ Chief Financial Officer. The Secretary shall also have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.11 Treasurer/ Chief Financial Officer. The Treasurer/ Chief Financial Officer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Director. The Treasurer/ Chief Financial Officer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the corporation with such depositories as may be designated from time to time by the Board; disburse the funds of the corporation as may be ordered by the Board; and shall render to the CEO and Directors, upon request, an account of all transactions and of the corporation's financial condition. The Treasurer/ Chief Financial Officer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Treasurer/ Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.12 Compensation of Officers. The salaries of officers, if any, shall be fixed from time to time by resolution of the Board, or in the case subordinate officers are appointed by the CEO, the CEO shall also have the authority to fix such officers' salaries, if any. In all cases, any salaries received by officers of the corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable purposes of the corporation.

ARTICLE XIII. COMMITTEES

Section 8.01 Board Committees. The Board may create one or more committees, each consisting of two (2) or more Directors to serve at the pleasure of the Board, and may delegate to such committee any of the authority of the Board, except with respect to:

- (a) Final action on any matter that, by law, requires approval of all of the Directors or a majority of all of the Directors;
- (b) The filling of vacancies on the Board or on any committee which has the authority of the Board;
- (c) The fixing of compensation, if any, of the Directors for serving on the Board or on any committee;
- (d) The amendment or repeal of the corporation's Bylaws or the adoption of new Bylaws;
- (e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- (f) The appointment of other committees having the authority of the Board;

(g) The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected; or

Committees must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Directors then in office. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee.

Section 8.02 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, and held and taken in accordance with, the Brown Act and provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be called by resolution of the Board. Meetings of committees shall be conducted in accordance with the Brown Act, if applicable. The Board may prescribe the manner in which proceedings of any such committee shall be conducted, so long as such rules are consistent with these Bylaws and the Brown Act, if applicable. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Section 8.03 Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein from the members of the Board.

ARTICLE IX. INDEMNIFICATION AND INSURANCE

Section 9.01 Indemnification. To the fullest extent permitted by law, the corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board of Directors shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

Section 9.02 Other Indemnification. No provision made by the corporation to indemnify its Directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of Directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such Directors and officers may be entitled by contract or otherwise.

Section 9.03 Insurance. The corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

ARTICLE X. RECORDS AND REPORTS

Section 10.01 Maintenance of Corporate Records. The corporation shall keep (a) adequate and correct books and records of account; (b) written minutes of the proceedings of the Board and committees of the Board; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law. All such records shall be kept at the corporation's principal office, or if its principal office is outside the State of California, at its office in this state.

Section 10.02 Inspection. Every director shall have the right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 10.03 Annual Report. Pursuant to Corporations Code Section 6321, within 120 days after the close of its fiscal year the corporation shall send each Director and any other persons as may be designated by the Board, a report containing the following information in reasonable detail:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.

(b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 10.04 Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and deliver to each Director any information required by Corporations Code Section 6322 with respect to the preceding year.

Section 10.05 Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

ARTICLE XI. OTHER PROVISIONS

Section 11.02 Construction and Definitions. Unless the context otherwise requires, the general

provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Section 11.03 Fiscal Year. The fiscal year of the corporation shall end on the last day of June of each year.

ARTICLE XII. AMENDMENT OF BYLAWS

Section 12.01 Bylaw Amendments. The Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws will require a majority vote of the authorized number of Directors.

###

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of The Napa Foundation for Options in Education, a California nonprofit public benefit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation that were duly adopted by the corporation's Board of Directors on _____, 2021.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on _____, 2021.

Claire Silver, Secretary
The Napa Foundation for Options in Education

**CONFLICT OF INTEREST POLICY
OF
THE NAPA FOUNDATION FOR OPTIONS IN EDUCATION**
(A California Nonprofit Public Benefit Corporation)

(Adopted _____, 2021)

ARTICLE I. PURPOSE

Section 1.01. Purpose. The purpose of this Conflict of Interest Policy (“Policy”) is to protect The Napa Foundation for Options in Education, a California nonprofit public benefit corporation (hereinafter, the “corporation”), when it contemplates entering into a transaction or arrangement that might benefit the private interests of an officer, director, or any other person in a position of authority within the corporation or might result in a possible excess benefit transaction as defined by Internal Revenue Code Section 4958.

Section 1.02. This Policy is intended to supplement but not replace any state and federal laws governing conflicts of interest that are applicable to nonprofit and charitable corporations that operate California public charter schools and the corporation’s Conflict of Interest Code adopted pursuant to the California Political Reform Act (Government Code Section 81000 *et seq.*). In the event of any inconsistency between this Policy and applicable law, the more stringent requirements shall prevail.

ARTICLE II. DEFINITIONS

Section 2.01 Interested Person. Any director, principal officer, or member of a committee with board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. An interested person also includes individuals with a direct or indirect financial interest identified as a “designated person” in the corporation’s Conflict of Interest Code.

Section 2.02 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- (a) An ownership or investment interest in any entity with which the corporation has entered into or proposes to enter into any transaction or arrangement;
- (b) A compensation arrangement with the corporation or with any entity or individual with which the corporation has entered or proposes to enter into any transaction or arrangement; or
- (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation entered into or proposes to enter into any transaction or arrangement.

However, notwithstanding the above and consistent with California Corporations Code Section 5233 regarding self-dealing transactions, a financial interest shall not include: (1) the compensation, typically director and officer stipends, per meeting fees and reimbursement of expenses, of a director as a director or officer of the corporation; (2) a transaction which is part of a public or charitable program of the corporation if it: (i) is approved or authorized by the corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the public or charitable program; or (3) a transaction, of

which the interested director or directors have no actual knowledge, and which does not exceed the lesser of 1 percent (1%) of the gross receipts of the corporation for the preceding fiscal year or one hundred thousand dollars (\$100,000).

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 3.02, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

ARTICLE III. PROCEDURES

Section 3.01 Duty to Disclose. In connection with any transaction or arrangement to which the corporation is a party where there is an actual or possible conflict of interest, the interested person must disclose the existence and nature of his or her financial interest to the directors and members of committees with board-delegated powers who are considering the proposed transaction or arrangement.

Section 3.02 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the potentially interested person, a determination must be made about whether an actual conflict of interest exists. The disinterested board or committee members shall determine on a case-by-case basis whether the disclosed interest constitutes an actual conflict of interest.

Section 3.03 Procedures for Addressing the Conflict of Interest.

(a) If it is determined that there is a conflict of interest, the interested person may make a presentation at the board or committee meeting and may answer questions regarding factual information related to the transaction or arrangement. The interest person shall abstain from otherwise participating in any discussions and votes concerning the transaction or arrangement.

(b) The President of the board, the Chair of the board, if there is one, or committee may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the corporation's best interest, for the corporation's own benefit, and whether the transaction or arrangement is fair and reasonable to the corporation. In conformity with the above determination, the board or committee shall make its decision as to whether to enter into the transaction or arrangement.

Notwithstanding the foregoing, compliance with the any of the approval procedures set forth in California Corporations Code Section 5233 regarding self-dealing transactions shall constitute compliance with this Policy.

If a conflict of interest exists that involves a “governmental decision” under the Political Reform Act, the individual shall refrain from participating in the decision in any way (i.e., the individual with the disqualifying interest shall refrain from discussing the matter, making any decision on the matter, or influencing or attempting to influence the decision on the matter in any way). A director with a disqualifying interest shall not be counted toward achieving a quorum for the decision on the matter.

In addition, if a Board member has a conflict of interest that involves a contract under Government Code Section 1090, the corporation is prohibited from entering into the contract altogether, unless a “remote interest” exception under Section 1091 or a “non-interest” exception under Section 1091.5 applies. If an employee has a conflict of interest that involves a contract under Section 1090, as long as the employee plays no role whatsoever in the contracting process, the corporation is not prohibited from entering into the contract. An employee shall not be deemed to have a conflict of interest in a contract if a “non-interest” exception under Section 1091.5 applies.

Section 3.04 Violations of the Conflict of Interest Policy.

(a) If the board or committee has reasonable cause to believe a director has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the director an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the director’s response and further investigation as warranted by the circumstances, the board or committee determines that the director has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV. RECORDS OF PROCEEDINGS

Section 4.01 The minutes of meetings of the board and all committees with board-delegated powers shall contain:

(a) The names of the person(s) who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board’s or committee’s decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any proposed alternatives, and a record of any votes taken in connection with the transaction or arrangement.

ARTICLE V. COMPENSATION

Section 5.01 A director who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that director’s compensation, except for compensation of a director as a director or officer of the corporation (typically director and officer stipends, per meeting fees and reimbursement of expenses).

Section 5.02 A member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that director’s compensation, except for compensation as a director as a

director or officer of the corporation (typically director and officer stipends, per meeting fees and reimbursement of expenses).

Section 5.03 No director or committee member whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI. ANNUAL STATEMENTS

Section 6.01 Each director, officer and member of a committee with board delegated powers shall annually or upon taking office sign a statement that affirms such person:

- (a) Has received a copy of the Policy;
- (b) Has read and understands the Policy;
- (c) Has agreed to comply with the Policy; and
- (d) Understands the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish its tax-exempt purposes.

ARTICLE VII. PERIODIC REVIEWS

Section 7.01 To ensure that the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining where applicable.
- (b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII. USE OF OUTSIDE EXPERTS

Section 8.01 When conducting the periodic reviews as provided for in Article VII, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of its responsibility for ensuring periodic reviews are conducted.

#

CERTIFICATE OF ADOPTION

I certify that I am the Secretary of The Napa Foundation for Options in Education, a California nonprofit public benefit corporation, and that the foregoing Conflict of Interest Policy was duly adopted by the corporation's Board of Directors on _____, 2021.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on _____, 2021.

Claire Silver, Secretary
The Napa Foundation for Options in Education

DRAFT

Mayacamas Charter Middle School

Appendix F

Board of Directors Resumes

Lauren Daley

4043 Foxridge Way
Napa, CA 94558
lauren@willdaley.com

Skills

A seasoned and inclusive executive and leader with expertise in financial management and strategy and a strong aptitude for talent development and management.

Experience

April 2008 - Present

Chubb Group / ACE Insurance, San Francisco, CA - *Senior Vice President / Vice President / AVP*

- Regional leader of two product groups (Ocean Marine & Inland Marine).
 - Management (direct & indirect) of staff in seven offices from Seattle, WA to Phoenix, AZ.
 - Responsibility for Profit & Loss of \$80+M book of business.
 - Design and oversight of the department, including the staffing and leadership model, marketing and distribution strategies, talent management and development practices and growth initiatives.
 - Responsibility for monthly and annual projections / business plans.
 - Mentorship of leaders and managers as a senior leader within the organization.
- Have held various positions of increasing responsibility since joining in 2008.
- National liaison to Learning & Development for corporate training program Major Account Division.

January 2007 - April 2008

CNA, San Francisco, CA - *Underwriting Consultant*

- Marine insurance underwriting (all lines).
- Monthly financial forecasting.
- Marketing in Northern California and Denver.

March 2001 - January 2007

Swiss Reinsurance America Corporation, NYC and Armonk, NY & San Francisco, CA - *Marine Facultative Underwriter / Analyst*

- Management & oversight of national marine facultative portfolio.
- Creation of quarterly projections & annual planning.
- Management of administrative support staff.
- Drafting of treaty reinsurance language.
- National marketing responsibility.

March 2000 - March 2001

Baker Places, San Francisco, CA - Intake Coordinator

Baker Places, Inc. is a private non-profit organization serving clients in San Francisco diagnosed with mental illness, substance abuse and/or HIV infection, providing a range of treatment and support options.

- Diagnostic Interviews and Assessment of high-risk clientele.
- Diagnostic Interviews and placement of incarcerated clients.
- Administrative management of 6 detoxification beds.
- Oversight and support of triple diagnosis clientele (HIV-positive clients with comorbid mental health and substance abuse diagnoses/issues) from detox through supported living.

July 1997 - March 2000

United Healthcare / United Behavioral Health, San Francisco, CA - Intake Supervisor

The United HealthCare Intake Department is comprised of masters-level mental health clinicians who provide members with Intake & Referral services as well as crisis intervention and follow-up counseling.

- Supervision and management of a team of approximately 10 Intake Counselors.
- Supervision and management of the Substance Abuse Aftercare follow-up counseling team.
- Supervision of all crisis intervention cases involving hospitalization and/or law enforcement intervention.

Education

2002

Alliant International University (fka California School of Professional Psychology), San Francisco & Alameda, CA - PhDc - Advancement to Candidacy in Clinical Psychology (Psychodynamic Psychology & Health Psychology Concentrations)

Note: advanced to candidacy but dissertation not completed

1996

Humboldt State University, Arcata, CA - Master of Arts in Psychology (Academic Research and Clinical Concentrations)

1993

Binghamton University (fka SUNY Binghamton), Binghamton, NY - Bachelor of Arts in Psychology

ACCOUNTING AND FINANCE PROFESSIONAL

Senior finance manager with demonstrated hands-on and strategic expertise, offering a history of driving significant gains in profitability throughout a career distinguished by sustained accomplishments. Expert in leveraging corporate resources to drive and deliver financial and business growth by leading profit-generating operations through process improvements aimed at increasing revenue, enhancing productivity and streamlining business performance. Adept at designing and implementing comprehensive financial, cost control, and management reporting systems. Additional experience includes:

- Developing long term and short-term strategic business and financial plans.
- Formulating solid financial, operational, and administrative infrastructures to support corporate objectives.
- Effectively managing the supply side of company operations, evaluating the impact on operating margins.
- Managing relationships with lenders, shareholders, Board of Directors and external auditors.
- Applying modern business techniques and information technology to increase efficiency.
- Leading and developing highly galvanized, cohesive teams.

AREAS OF EXPERTISE

Budgets | P&L | Reporting | Month End, Quarterly, & Annual Closings | GAAP | Financial Analysis
Cash Management | Forecasting | Policies & Procedures | Inventory & Cost Control | Human Resources
Systems Consolidation | Relationship Management

PROFESSIONAL EXPERIENCE

ARTISTWORKS, Napa, CA

2018 – Current

Director of Finance & Operations

Design, set up, and management of the finance, human resources, and operations departments at ArtistWorks, a premier online music education platform, working with 37 Grammy and Grammy nominated artists to teach music to the world. Since 2018 ArtistWorks has seen across the board sales growth of 46% as well as EBITDA growth by a multiple of 10. Report directly to the CEO and Founder.

Responsible for all accounting functions, contract negotiations, human resources, and customer service as well as all transactions for a holding company DBPB Holdings, Inc.

- Integration and reconciliation of sales data from our Drupal platform to Quick Books.
- Design and implementation of monthly payments to artists based on individual criteria for each artist.
- Direct management and allocation of monthly marketing budgets and analysis of ad spend on both Facebook and Google.
- Facilitates all recruiting and employee benefit programs.
- Working with the CEO on various M&A scenarios to boost investment capital. I have been the point person for all Due Diligence requests.

BEAU VIGNE ESTATE WINES, Napa, CA

2015 – 2018

Privately owned winery.

Contract Accountant

Responsible for all accounting functions for this small winery business, including sales, AP, and payroll entries, as well as sales tax and compliance reporting to the Alcohol Beverage Control Commission.

- Accurately enter data for sales, accounts payable, and payroll transactions.
- Submit sales tax and compliance reports to Alcohol Beverage Control Commission.
- Responsible for Federal & State Tax Returns.
- Outsourced storage and shipment of wines at an annual savings of \$35,000.

STANDAVARIUS, INC., Strada Group, Berkeley, CA

2014 – 2015

Controller

Charged with administering all aspects of accounting and consolidation of 3 cafes, a hotel, and restaurant.

- Accurately entered daily sales and data/daily items and coordinated entries between entities.
- Streamlined reporting accounting for all entities, including a growing catering business.
- Presented financial and management reports to President.
- Worked with President to put together and present a proposal to the UC Regents to secure all the University's on campus food outlets and its extensive catering services.

NOVAVINE, INC., Santa Rosa, CA

2008 – 2014

Chief Financial Officer

Directed all facets of finance and accounting functions, including financial planning, budget development, reporting, administrative services, human resources, information technology, and 9 direct reports for \$11M Sonoma County premium grapevine nursery. Ensured all financials were in alignment with GAAP.

- Established and implemented finance organization structure, developing all policies and procedures and executing HR functions during time of rapid growth.
- Attained annual revenue and increased market share growth from \$4M to over \$11M within five years by securing necessary financing, effectively managing cash and assets, and recruiting qualified candidates for key positions.
- Enhanced customer development and retention by reducing contract and change order turnaround time from one week to two days and shaving off pre-notification time for plant pick-up from 10 days to 3 days.
- Spearheaded development of comprehensive order entry, production control, inventory and fulfillment system consolidating two separate systems, streamlining real-time information and reducing labor costs by 20%.
- Reduced COGS per plant by 15-20% by implementing automation initiatives to determine how much material to put in the fields, reducing overages from 100,000 plants to 50,000 plants.
- Created first employee handbook since 1996.
- Improved cash flow efficiency by 30% by designing a cash and collection process and restructuring deposit invoices to coincide with weak cash flow periods.

SARTORIUS STEDIM FREEZE THAW, INC., Napa, CA

2005 –2008

Controller

Provided financial oversight, leadership, financial planning/analysis, and reporting for the Napa division of a worldwide leader in the biotech industry, reporting directly to the Director of Finance, North America. Prepared consolidated financials for Napa office and Swiss affiliate and oversaw cash management and financial analyses. Managed the integrity of remote multimillion-dollar inventory at the Springfield, MO facility.

- Prepared a comprehensive 60-page quarterly financial package/analysis and presented to the parent company in France.
- Reorganized finance headcount by two full-time employees by outsourcing payroll process, identifying and eliminating redundancies, and streamlining the month-end close process and financial package prep resulting in a \$115K savings.
- Designed Excel templates to automate the consolidation process and increase accuracy, reducing time from four 15-hour days and six staff to three 8-hour days with 1-2 staff.
- Responsible for development and implementation of annual budget.
- Presented financials and quarterly projections to executive team in France.

Charged with comprehensive financial management and oversight for the NJ corporate and five field locations for the largest distributor of post-press printing equipment in the US. Oversaw financial planning, analysis and reporting. Managed six finance and administrative divisions throughout the US including a division-wide accounting system platform conversion. Performed treasury and investment functions and oversaw all administrative and accounting staff.

- Reviewed and prepared monthly consolidated statements and oversaw cash management.
- Led all corporate merger and acquisition initiatives.
- Traveled to China to develop a feasibility study and business plan, managing all negotiations to establish a joint venture to serve as a repair facility for the more than 50,000 units sold there.
- Headed up the migration/systems conversion of all six divisions' accounting systems into one centralized system, removing 80% of administrative functions from each division to the corporate headquarters.
- Visited NJ location weekly to collaborate with executive management on strategic decision-making processes.
- Consolidated five divisions into two separate divisions resulting in an annual P&L impact of a \$200K reduction in operating costs.
- Served on the Golden Gate Board of Directors as Secretary prior to acquisition.

Held additional roles as Controller, Director of Finance, and Accounting Manager including GDP and CBGB.

EDUCATION

CUNY, New York, NY
Master of Business Administration (MBA)

UPSALA COLLEGE, East Orange, NJ
Bachelor of Science, Accounting

CLAIRE R. SILVER

Resident of Napa, CA 94558

CRSilver76@gmail.com

EXPERIENCE

JAN 2014 – DEC 2020

PRESIDENT/OWNER, LAUGHINGHOUSE VINTNERS, SANTA ROSA AND NAPA, CA

Owner, producer of negociant CA wines including grape to bottle Petite Sirah (Sierra Foothills), sourced Grenache (Monterey) and Pinot Noir (Sonoma Co.) 2,000cs produced and sold, Bristol Farms, Wine Spies, Wine dot com, etc.

MAY 2012 – DEC 2013

RETAIL WINE SALES MANAGER, EMPIRE STATE CELLARS, RIVERHEAD, NY

JAN 2007 – MAR 2008

REGIONAL WINE SALES MANAGER, SOUTHERN W & S/LAUBER IMPORTS, LI, NY

JAN 2006 – JAN 2007

NATIONAL SALES MANAGER, CHAMPAGNE MONTAUDON, NYC

OCT 2003 – JAN 2006

REGIONAL (USA) SALES MANAGER, CHAMPAGNE LANSON, NYC

EDUCATION

1994-1996

SCHOOL OF BUSINESS, DREXEL UNIVERSITY

JUNE 2016

CERTIFICATE (WINE BUSINESS), SONOMA STATE UNIVERSITY

SKILLS

- Computer/Microsoft proficient
- Organized, personable, efficient
- Wine business knowledge
- Experienced w/consumer and trade

ACTIVITIES

Vice-President (former) Parent Teacher Association – Northwood Elementary School, Napa (fundraising)
Vice-President (former) Parent Teacher Association – Whited Elementary School, Santa Rosa
Treasurer/Secretary (currently) Napa Options for Education (frmly River School Family Foundation)

CLAUDIA SOLORIO L.C.S.W.

2180 Jefferson Street Suite 203 Napa Ca. 94559 · (707) 815-5618

Claudialcsw@icloud.com

I bring with me over 20 years of experience working with children, adolescents and their families. I have worked with diverse populations both in the private sector as well as systems such; as foster care, drug court, county mental health and juvenile justice. I believe clients are active participants in setting both their goals and strategies to reach a desired outcome with the support of a knowledgeable and compassionate therapist.

EXPERIENCE

JUNE 2009 – TO PRESENT

PRIVATE PRACTICE, SELF EMPLOYED

- Private practice in Napa Valley focusing on adolescents and families.
- Experienced with trauma informed techniques
- Addiction Specialist adjunct to group work.
- Consulting services to Upper Valley family services staff, who provide culturally diverse group support to students.
- Consulting Services to group home programs with adults on the spectrum.

JUNE 2005 – MAY 2010

CLINICAL DIRECTOR, WOLFE CENTER

- Develop and participate in program planning, development, leadership and administrative task, including acting as program director in their absence.
- Provide oversight, guidance, coordination, training and formal supervision to master's level clinicians as well as non-clinical staff.
- Provide and supervise the provision of clinical substance abuse treatment services to adolescents and their families in an outpatient setting, including individual and group counseling, screening and assessment.
- Represent the program to the community, to other agencies serving youth, and interaction with law enforcement, licensing and other officials.
- Responsible for overseeing the documentation of services provided to clients to assure compliance with documentation standards imposed by the community standard of care, applicable certification and licensing standards, and program policies.

JUNE 2001 – MAY 2005

CLINICAL DIRECTOR FOR DRUG COURT, NUESTRA ESPERANZA

- Responsible for supervising the provision of clinical substance abuse treatment services to adolescents and their families in an outpatient setting, including assessment and case management.
- Provide comprehensive substance abuse treatment to 40 clients, both in group and individual setting.
- Responsible for program planning, development, and administrative responsibilities.
- Responsible for monitoring contract guidelines and budget allocation within the grant.

EDUCATION

JUNE 1992

BACHELORS OF SOCIAL WORK, PACIFIC UNION COLLEGE

JUNE 1994

MASTERS OF SOCIAL WORK, SAN FRANCISCO STATE UNIVERSITY

SKILLS

- Licensed by Board of Behavioral Sciences in 2004
- Extensive experience with CBT, DBT and Trauma Informed CBT.
- Biliterate in English and Spanish
- Registered with the state to respond in the event of natural disaster and provide mental health services to our community.

Jolene A. Yee

4001 Foxridge Way, Napa, California 94558

e-mail: vinumavocatus@gmail.com

Cellular: (415) 515-4226

WORK EXPERIENCE

Delicato Family Vineyards, Napa, California

- **General Counsel and Vice-President, Government Affairs, August 2021 - Present**
- **Vice-President & General Counsel, March 2013 - July 2021**

First in-house lawyer for ninety-seven year old family-owned winery challenged with designing a Legal Department from scratch to lead corporate strategic and tactical legal initiatives. Developed strong cross-functional relationships with Executive Team to build consensus on new internal review processes, a comprehensive and global intellectual property protection strategy, legal operations processes, and appropriate mitigation of legal risk. Counsel senior management with succinct and effective advice, and develop and implement training, on major risk assessment matters in all areas of the business, including regulatory, commercial, employment, litigation, data security and privacy, knowledge management, operations, sales, and marketing. Lead team of 12 lawyers, compliance professionals and administrative staff, manage entire legal function, coach and mentor internal staff, and effectively manage outside advisors in subject-specific matters. Advise Executive Team regarding complex business transactions and draft and negotiate critical contracts. Provide legal guidance to Board of Directors and Advisory Board, and serve as Recording Secretary for Board and Executive meetings. Advise on alcohol beverage and other regulatory issues and develop and strengthen key external relationships by actively participating in relevant trade organizations. Manage and advise Trade Practices Compliance team of regulatory experts. Design, develop and implement company strategy for addressing and prioritizing the myriad regulatory and legislative issues at the global, federal, state, and local level. Research, review and track legislation pertinent to the wine industry.

Vinum Legal, Newport Beach, California

- **Principal, August 2012 - February 2013**

Provided strategic legal counsel to winery and logistics client, maintaining primary responsibility for M&A and global sourcing transactions for E. & J. Gallo Winery and related companies. Worked closely with senior management on high-priority transactions, drafted and reviewed complex commercial agreements, and advised on significant litigation. Represented client before the Surface Transportation Board, including oral argument.

E. & J. Gallo Winery, Modesto, California

- **Associate General Counsel, November 2011 - August 2012**
- **Assistant General Counsel, March 2002- November 2011**
- **Attorney, January 2002 - March 2002**

Managed a diverse transactions practice for the largest winery in the world, including all of its major business divisions. Engaged and collaborated with business partners to effectuate process changes resulting in efficient yet effective legal advice and contract review. Worked closely with senior management and served as primary lawyer on M&A, global procurement, and other strategic transactions. Directed complex litigation. Reported directly to the General Counsel; directly managed and trained a legal assistant, senior paralegal, staff attorney, and three full-time contract attorneys. Directed legal resources for affiliated entity with a diverse business including freight and logistics, package component supply, and winery-related services.

Cooley Godward LLP (now Cooley LLP), Palo Alto, California

- **Associate Attorney**, December 1999 - October 2001

Represented company and investor-side clients in the technology and related sectors for national law firm based in Silicon Valley. Drafted, reviewed, and negotiated contracts and provided general legal advice on corporate securities, M&A, and cross-border transactions.

Kim & Chang, Seoul, Korea

- **Foreign Legal Consultant**, June 1997-October 1999

Advised American and European clientele and served as primary client contact on legal issues regarding investing and operating in South Korea. Upon onset of the Asian Financial Crisis, became foreign legal specialist and counseled clients on the acquisition of financially-distressed assets. Assisted clients with anti-trust clearance, and drafted, reviewed, and negotiated agreements and ancillary documents. Worked closely with cross-functional team to provide guidance on acquisition strategy and deal structure.

EDUCATION

University of California, Hastings College of the Law, San Francisco, California

Juris Doctor, May 1996

- Editor-in-Chief, 1995-1996 HASTINGS COMMUNICATIONS AND ENTERTAINMENT LAW JOURNAL
- Competitor, Benjamin Cardozo/BMI Entertainment Law Moot Court Competition; Competitor and Practitioner Coach, Philip C. Jessup International Law Moot Court Competition
- Teaching Assistant, Property Law, Criminal Law, and Moot Court Board
- Director, Committee Chair, and Member, Hastings Public Interest Law Foundation

The Institute of Economic and Political Studies, London, England

Scholarship Recipient, Spring 1993. Analyzed legal issues in contemporary Britain with emphasis on advocacy theory, women and the Bar, and British assimilation into the European Community.

University of California, Los Angeles, Los Angeles, California

Bachelor of Arts, Political Science, March 1993. Dean's Honors List, Dean's List. Golden Key National Honor Society. Pi Sigma Alpha Political Science Honor Society. UCLA Marching and Symphonic Bands. Student government and additional community work.

PROFESSIONAL AND COMMUNITY EXPERIENCE

- Admitted: California 1996.
- Advisory Board of Directors, Hamel Family Wines, Sonoma, California.
- Curriculum Design and Faculty, Sonoma State University, Hybrid Global Wine Executive MBA.
- At-Large Director (current), Alternate Director; Co-Chair, Legal Subcommittee, Public Policy Committee (current), Wine Institute; Member, INTA and NCSLA.
- Member, Napa County Women Lawyers Association.
- Co-Founder and Chair Emeritus, Delicato Women's Leadership Initiative.
- Member of Council, ABA Section of Business Law (2009-2012); Member, Publications Board (2006 - 2009); Co-Chair, Committee on Corporate Counsel (2004-2007); Fellow, American Bar Foundation; Appointed to the ABA President's Task Force on the Future of Legal Education (2012-2014).
- Employer Advisory Council, UC Hastings College of the Law (2016/2017); Chair, Reunion Committee (2016); Board of Governors (2010-2012); Legal Writing and Research Instructor (2001); Moot Court Instructor (2002-2003).

- Co-Editor, THE IN-HOUSE COUNSEL'S ESSENTIAL TOOLKIT, a 7 volume set of annotated forms and policies (2007). Co-Author, STRUCTURING MERGERS & ACQUISITIONS IN KOREA, Asia Law & Practice (1999). Author, THE CASE OF THE ZANJA MADRES, Public Arts Newsletter (1997).
- Secretary (2007) and Member of the Board (2006 - 2010), Community Hospice Foundation.

LEADERSHIP DEVELOPMENT AND CHANGE MANAGEMENT

- Taught Change Management Course as part of the Global Executive Wine MBA Program at Sonoma State University (2019-2020).
- Successfully proposed to the CEO and Executive Management the establishment of a women's leadership program at Delicato Vineyards; recruited a cross-functional team to serve as the Steering Committee, which developed and lead the roll-out and initiation of the Program. Chair (and now Chair Emeritus) and Founding Member, Delicato Women's Leadership Initiative.
- One of a three-member cross-functional Executive Management team to review the regulatory compliance function at the organization, successfully recommend a reorganization of the function, and oversee implementation of the new structure.
- As a member of the UC Hasting Employer Advisory Counsel, taught law school seminars on non-cognitive skills, how to have difficult conversations, and how to receive and give constructive feedback.
- Frequent Speaker on Wine Industry Panels; Speaker, WIPL Conference 2019, 2020; "Lunch with the Expert", UC Hastings (2021); Speaker or Moderator for numerous panels on women's issues and women's leadership; Speaker regarding due diligence in Korea, the Asia Business Forum (April and October, 1998). Speaker regarding law department management, "hot topics" for in-house counsel, and wine law at ABA meetings (periodically from 2004 through 2010). Commentator regarding the changing role of General and in-house counsel at University of Wisconsin academic symposium (2011).
- Completed 3 Day internal Leadership Development Training at E. & J. Gallo Winery.
- Completed multi-course Leadership Development Program at Delicato Vineyards.
- Completed INSIGHTS assessment, attended formal INSIGHTS training, and lead team discussion regarding the use of INSIGHTS as an effective communication tool.
- Completed team training on Leading Change.
- Successfully founded women's leadership organizations at multiple employers.

Mayacamas Charter Middle School

Appendix G

MCMS Financial Documents:

- Three-Year Budget and Cash Flows
- Budget Narrative
- Financing Letter of Intent from Charter School Capital

MAYACAMAS CHARTER MIDDLE SCHOOL

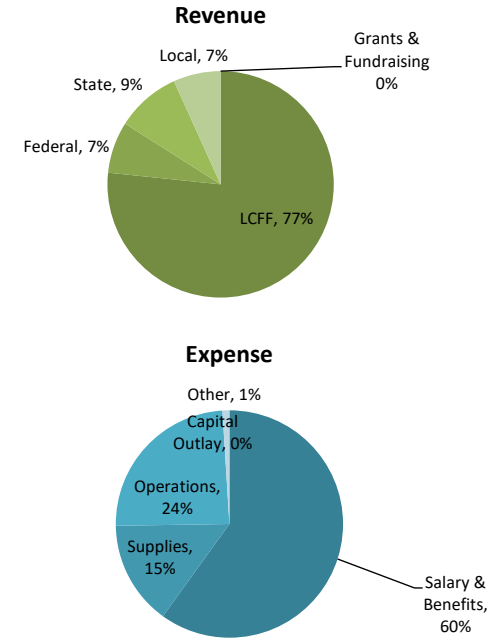
Multi-Year Budget Summary

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	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
Total Enrollment		180	232	284	336	336
ADA		171.00	220.40	269.80	319.20	319.20
% Free and Reduced		60%	60%	60%	60%	60%
% English Language Learners		20%	20%	20%	20%	20%
% Unduplicated Low Income, EL, Foster Youth		60%	60%	60%	60%	60%
INCOME						
8011-8098 · Local Control Funding Formula Sources	-	1,644,135	2,175,388	2,764,075	3,341,947	3,409,163
8100-8299 · Federal Revenue	-	157,890	200,508	231,574	262,639	267,332
8300-8599 · Other State Revenue	-	197,972	238,707	280,580	326,076	333,524
8600-8799 · Other Local Revenue	-	145,075	187,279	229,619	272,096	272,535
Grants/Fundraising	250,000	-	-	-	-	-
8999 · Other Prior Year Adjustment	-	-	-	-	-	-
TOTAL INCOME	250,000	2,145,072	2,801,882	3,505,847	4,202,758	4,282,555
EXPENSE						
1000 · Certificated Salaries	18,333	858,000	1,039,462	1,475,381	1,773,748	1,915,087
2000 · Classified Salaries	5,417	152,535	212,166	282,286	358,645	392,394
3000 · Employee Benefits	-	223,885	282,140	386,106	465,584	506,909
4000 · Supplies	5,000	304,653	281,482	330,677	380,806	365,126
5000 · Operating Services	85,000	499,555	636,784	716,459	876,542	875,704
6000 · Capital Outlay	-	-	-	-	-	-
7000 · Other Outgo	-	20,300	27,285	-	-	-
TOTAL EXPENSE	113,750	2,058,928	2,479,320	3,190,909	3,855,325	4,055,220
NET INCOME	136,250	86,144	322,561	314,938	347,434	227,335
Ending Cash Balance	136,250	103,828	122,188	314,373	550,903	845,517
Ending Debt Balance		-	-	-	-	-

Per Pupil Revenue	11,917	12,077	12,345	12,508	12,746
Per Pupil Revenue without Grants/Fundraising	11,917	12,077	12,345	12,508	12,746
Per Pupil Expense	11,438	10,687	11,236	11,474	12,069

2022-23 Revenue and Expense By Category



MAYACAMAS CHARTER MIDDLE SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4	2022-23 Percent of Budget
	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	
Enrollment	-	180	232	284	336	336	
ADA	-	171.00	220.40	269.80	319.20	319.20	
ADA %		95%	95%	95%	95%	95%	95%
UPP		60%	60%	60%	60%	60%	60%
Income							
8011-8098 · Local Control Funding Formula Sources							
8011 Local Control Funding Formula	-	532,560	742,691	1,010,256	1,267,007	1,334,223	25%
8012 Education Protection Account	-	34,200	44,080	53,960	63,840	63,840	2%
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	0%
8096 In Lieu of Property Taxes	-	1,077,375	1,388,617	1,699,859	2,011,100	2,011,100	50%
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	0%
Total 8011-8098 · Local Control Funding Formula Sources	-	1,644,135	2,175,388	2,764,075	3,341,947	3,409,163	77%
8100-8299 · Federal Revenue							
8181 Special Education - Federal (IDEA)	-	-	16,245	20,938	25,631	30,324	0%
8221 Child Nutrition - Federal	-	91,290	117,663	144,036	170,408	170,408	4%
8223 CACFP Supper	-	-	-	-	-	-	0%
8291 Title I	-	63,000	63,000	63,000	63,000	63,000	3%
8292 Title II	-	3,600	3,600	3,600	3,600	3,600	0%
8294 Title III	-	-	-	-	-	-	0%
8295 Title IV, SSAE	-	-	-	-	-	-	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%
8299 All Other Federal Revenue	-	-	-	-	-	-	0%
Total 8100-8299 · Other Federal Income	-	157,890	200,508	231,574	262,639	267,332	7%
8300-8599 · Other State Revenue							
8520 Child Nutrition - State	-	7,605	9,802	11,999	14,196	14,196	0%
8550 Mandate Block Grant	-	-	3,034	4,050	5,056	6,102	0%
8560 Lottery Revenue	-	38,988	50,251	61,514	72,778	72,778	2%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%
8591 SB740	-	140,339	161,390	185,599	213,438	219,842	7%
8592 State Mental Health	-	11,040	14,229	17,418	20,608	20,608	1%
8593 After School Education & Safety	-	-	-	-	-	-	0%
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%
8599 State Revenue - Other	-	-	-	-	-	-	0%
Total 8300-8599 · Other State Income	-	197,972	238,707	280,580	326,076	333,524	9%
8600-8799 · Other Local Revenue							
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%
8634 Food Service Sales	-	22,810	29,693	36,712	43,868	44,307	1%
8692 Grants	-	-	-	-	-	-	0%
8694 In Kind Donations	-	-	-	-	-	-	0%
8695 Contributions & Events	250,000	-	-	-	-	-	0%
8696 Other Fundraising	-	-	-	-	-	-	0%
8697 E-Rate	-	-	-	-	-	-	0%
8698 SELPA Grants	-	-	-	-	-	-	0%
8699 All Other Local Revenue	-	-	-	-	-	-	0%
8792 Transfers of Apportionments - Special Education	-	122,265	157,586	192,907	228,228	228,228	6%
Total 8600-8799 · Other Income-Local	250,000	145,075	187,279	229,619	272,096	272,535	7%
TOTAL INCOME	250,000	2,145,072	2,801,882	3,505,847	4,202,758	4,282,555	100%
Expense							
1000 · Certificated Salaries							
1110 Teachers' Salaries	-	655,000	824,650	1,239,390	1,521,571	1,652,218	32%
1120 Teachers' Hourly	-	-	-	-	-	-	0%
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	0%
1175 Teachers' Salaries - Stipend/Extra Duty	-	25,000	31,472	47,151	57,672	62,528	1%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%
1213 Certificated Pupil Support - Guidance & Counseling	-	68,000	70,040	72,141	74,305	76,535	3%
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	0%
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%
1300 Certificated Supervisors' & Administrators' Salaries	18,333	110,000	113,300	116,699	120,200	123,806	5%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%
Total 1000 · Certificated Salaries	18,333	858,000	1,039,462	1,475,381	1,773,748	1,915,087	42%
2000 · Classified Salaries							
2111 Instructional Aide & Other Salaries	-	19,855	40,306	82,270	128,628	155,477	1%
2121 After School Staff Salaries	-	-	-	-	-	-	0%
2131 Classified Teacher Salaries	-	-	-	-	-	-	0%
2200 Classified Support Salaries	-	33,120	69,314	94,393	97,225	100,142	2%
2300 Classified Supervisors' & Administrators' Salaries	5,417	65,000	66,950	68,959	71,027	73,158	3%
2400 Classified Office Staff Salaries	-	34,560	35,597	36,665	61,765	63,618	2%

MAYACAMAS CHARTER MIDDLE SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4	2022-23 Percent of Budget
	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	
2900 Other Classified Salaries	-	-	-	-	-	-	0%
Total 2000 - Classified Salaries	5,417	152,535	212,166	282,286	358,645	392,394	7%
3000 - Employee Benefits							
3111 STRS - State Teachers Retirement System	-	-	-	-	-	-	0%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%
3311 OASDI - Social Security	-	62,653	77,601	108,975	132,208	143,064	3%
3331 MED - Medicare	-	14,653	18,149	25,486	30,920	33,458	1%
3401 H&W - Health & Welfare	-	91,000	116,550	157,378	186,246	202,559	4%
3501 SUI - State Unemployment Insurance	-	5,053	6,258	3,515	4,265	4,615	0%
3601 Workers' Compensation Insurance	-	20,211	26,034	38,022	47,973	53,989	1%
3751 OPEB, Active Employees	-	-	-	-	-	-	0%
3901 Other Retirement Benefits	-	30,316	37,549	52,730	63,972	69,224	1%
3902 Other Benefits	-	-	-	-	-	-	0%
Total 3000 - Employee Benefits	-	223,885	282,140	386,106	465,584	506,909	11%
4000 - Supplies							
4111 Core Curricula Materials	-	36,000	10,400	10,400	10,400	5,200	2%
4211 Books & Other Reference Materials	-	9,000	11,600	14,200	16,800	16,800	0%
4311 Student Materials	-	34,100	37,081	30,232	33,562	34,119	2%
4351 Office Supplies	-	9,000	11,600	14,200	16,800	16,800	0%
4371 Custodial Supplies	-	7,200	9,280	11,360	13,440	13,440	0%
4390 Other Supplies	5,000	14,400	18,560	22,720	26,880	26,880	1%
4411 Non Capitalized Equipment	-	69,500	19,650	25,650	21,650	8,200	3%
4711 Nutrition Program Food & Supplies	-	125,453	163,312	201,915	241,274	243,687	6%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%
Total 4000 - Supplies	5,000	304,653	281,482	330,677	380,806	365,126	15%
5000 - Operating Services							
5211 Travel & Conferences	-	2,250	2,750	4,000	4,750	5,000	0%
5311 Dues & Memberships	-	4,500	5,974	7,532	9,179	9,454	0%
5451 General Insurance	-	27,000	35,844	45,194	55,073	56,726	1%
5511 Utilities	-	-	-	-	-	-	0%
5521 Security Services	-	-	-	-	-	-	0%
5531 Housekeeping Services	-	-	-	-	-	-	0%
5599 Other Facility Operations & Utilities	-	-	-	-	-	-	0%
5611 School Rent - Private Facility	-	220,140	253,161	291,135	334,805	344,850	11%
5613 School Rent - Prop 39	-	-	-	-	-	-	0%
5619 Other Facility Rentals	-	-	-	-	-	-	0%
5621 Equipment Lease	-	4,800	5,735	6,508	7,931	8,168	0%
5631 Vendor Repairs	-	4,800	6,372	8,035	9,791	10,085	0%
5812 Field Trips & Pupil Transportation	-	5,400	7,169	18,078	22,029	22,690	0%
5821 Legal	10,000	10,000	13,276	16,739	20,398	21,009	0%
5823 Audit	-	5,000	10,300	10,609	10,927	11,255	0%
5831 Advertisement & Recruitment	20,000	10,000	10,300	10,609	10,927	11,255	0%
5841 Contracted Substitute Teachers	-	11,178	14,839	18,710	22,800	23,484	1%
5842 Special Education Services	-	41,000	86,500	50,083	95,065	70,037	2%
5843 Non Public School	-	-	-	-	-	-	0%
5844 After School Services	-	-	-	-	-	-	0%
5849 Other Student Instructional Services	-	-	-	-	-	-	0%
5852 PD Consultants & Tuition	-	5,000	6,638	8,369	10,199	10,505	0%
5854 Nursing & Medical (Non-IEP)	-	-	-	-	-	-	0%
5859 All Other Consultants & Services	50,000	76,000	93,664	114,899	136,240	142,644	4%
5861 Non Instructional Software	-	15,600	12,779	16,113	19,635	20,224	1%
5865 Fundraising Cost	-	-	-	-	-	-	0%
5871 District Oversight Fees	-	16,441	21,754	27,641	33,419	34,092	1%
5872 Special Education Fees (SELPA)	-	10,784	14,305	17,538	20,770	20,888	1%
5881 Intra-Agency Fees	-	-	-	-	-	-	0%
5895 Bad Debt Expense	-	-	-	-	-	-	0%
5899 All Other Expenses	-	8,722	10,238	14,013	16,331	16,523	0%
5911 Office Phone	-	1,800	1,854	1,910	1,967	2,026	0%
5913 Mobile Phone	-	3,240	4,301	5,423	6,609	6,807	0%
5921 Internet	-	10,800	12,528	15,336	18,144	18,144	1%
5923 Website Hosting	-	900	927	955	983	1,013	0%
5931 Postage & Shipping	-	4,200	5,576	7,030	8,567	8,824	0%
5999 Other Communications	5,000	-	-	-	-	-	0%
Total 5000 - Operating Services	85,000	499,555	636,784	716,459	876,542	875,704	24%
6000 - Capital Outlay							
6901 Depreciation Expense	-	-	-	-	-	-	0%
6903 Amortization Expense	-	-	-	-	-	-	0%

MAYACAMAS CHARTER MIDDLE SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4	2022-23 Percent of Budget
	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	
6999 Capital Outlay	-	-	-	-	-	-	0%
Total 6000 - Capital Outlay	-	-	-	-	-	-	0%
7000 - Other Outgo							
7438 Interest Expense	-	\$20,300	\$27,285	-	-	-	1%
Total 7000 - Other Outgo	-	20,300	27,285	-	-	-	1%
TOTAL EXPENSE	113,750	2,058,928	2,479,320	3,190,909	3,855,325	4,055,220	100%
NET INCOME	136,250	86,144	322,561	314,938	347,434	227,335	
Beginning Cash Balance	-	136,250	103,828	122,188	314,373	550,903	
Cash Flow from Operating Activities							
Net Income	136,250	86,144	322,561	314,938	347,434	227,335	
Change in Accounts Receivable							
Prior Year Accounts Receivable	-	-	376,144	493,436	625,163	746,789	
Current Year Accounts Receivable	-	(376,144)	(493,436)	(625,163)	(746,789)	(690,341)	
Change in Due from	-	-	-	-	-	-	
Change in Accounts Payable	-	56,251	12,883	8,974	10,723	10,831	
Change in Due to	-	1,535	-	-	-	-	
Change in Accrued Vacation	-	-	-	-	-	-	
Change in Payroll Liabilities	-	-	-	-	-	-	
Change in Prepaid Expenditures	-	-	-	-	-	-	
Change in Deposits	-	-	-	-	-	-	
Change in Deferred Revenue	-	-	-	-	-	-	
Depreciation Expense	-	-	-	-	-	-	
Cash Flow from Investing Activities							
Capital Expenditures	-	-	-	-	-	-	
Cash Flow from Financing Activities							
Source - Sale of Receivables	-	489,792	190,000	-	-	-	
Use - Sale of Receivables	-	(290,000)	(389,792)	-	-	-	
Source - Loans	-	-	-	-	-	-	
Use - Loans	-	-	-	-	-	-	
Ending Cash Balance	136,250	103,828	122,188	314,373	550,903	845,517	

Start-Up Budget
MAYACAMAS CHARTER MIDDLE SCHOOL

STAFFING - EARLY HIRE		
	POSITION	START-UP
1300	HEAD OF SCHOOL	18,333
	TOTAL	18,333
2300	OPERATIONS MANAGER	5,417
		-
	TOTAL	5,417
	TOTAL EARLY HIRE	23,750
OTHER EXPENSES		
4000	Supplies & Equipment	5,000
5821	Legal	10,000
5830	Advertising & Recruitment	20,000
5850	Facility Consultants & TI	50,000
5900	Communications (postage, website, cell phone)	5,000
	TOTAL START-UP EXPENSES	113,750

2022-23		Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	FORECAST Jul-22 - Jun-23	Budget Variance Better / (Worse) % Better / (Worse)	
Trend																	
8 - State Apportionment Schedule, FY 20-21 Version, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	9%	4%	4%	4%	80%			
6 - District Apportionment Schedule, New School, Paid on Time		0%	0%	26%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0			
# of School Days in Month		0	10	18	18	16	20	19	18	18	15	20	8		180		
Enrollment		180													180		
Unduplicated Pupil Percentage		60%													60%		
ADA		171.00													171.00		
Income																	
8011-8098 - Local Control Funding Formula Sources																	
8011 Local Control Funding Formula		532,560	-	-	197,047	-	-	95,861	-	22,527	8,627	8,627	8,627	191,242	532,560		
8012 Education Protection Account		34,200	-	-	8,550	-	-	8,550	-	-	8,550	-	-	8,550	34,200		
8019 Local Control Funding Formula - Prior Year		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8096 In Lieu of Property Taxes		1,077,375	-	-	280,118	86,190	86,190	86,190	150,833	75,416	75,416	75,416	75,416	1,077,375			
8098 In Lieu of Property Taxes, Prior Year		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8011-8098 - Local Control Funding Formula Sources		1,644,135	-	-	280,118	291,787	86,190	190,601	150,833	97,944	92,594	84,044	84,044	199,792	1,644,135		
8100-8299 - Federal Revenue																	
8181 Special Education - Federal (IDEA)		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8221 Child Nutrition - Federal		91,290	-	-	-	5,072	9,129	9,129	8,115	10,143	9,636	9,129	9,129	21,808	91,290		
8223 CACFP - Supper		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8291 Title I		63,000	-	-	-	-	-	-	-	-	-	-	-	63,000	63,000		
8292 Title II		3,600	-	-	-	-	-	-	-	-	-	-	-	3,600	3,600		
8294 Title III		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8295 Title IV, SSAFE		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8296 Title IV, PCSGP		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8297 Facilities Incentive Grant		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8299 All Other Federal Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8100-8299 - Other Federal Income		157,890	-	-	-	5,072	9,129	9,129	8,115	10,143	9,636	9,129	9,129	88,408	157,890		
8300-8599 - Other State Revenue																	
8520 Child Nutrition - State		7,605	-	-	-	422	760	760	676	845	803	760	760	1,817	7,605		
8550 Mandate Block Grant		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8560 Lottery Revenue		38,988	-	-	-	-	-	-	-	-	-	-	-	38,988	38,988		
8587 State Grant Pass-Through		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8591 SB740		140,339	-	-	-	-	-	70,170	-	-	35,085	-	-	35,085	140,339		
8592 State Mental Health		11,040	-	-	-	-	-	-	-	-	-	-	-	11,040	11,040		
8593 After School Education & Safety		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8594 Supplemental Categorical Block Grant		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8599 State Revenue - Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8300-8599 - Other State Income		197,972	-	-	-	422	760	70,930	676	845	35,888	760	760	86,929	197,972		
8600-8799 - Other Local Revenue																	
8631 Sale of Equipment & Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8634 Food Service Sales		22,810	-	1,267	2,281	2,281	2,028	2,534	2,408	2,281	2,281	1,901	2,534	1,014	22,810		
8650 Leases & Rentals		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8660 Interest & Dividend Income		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8662 Net Increase (Decrease) in Fair Value of Investments		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8681 Intra-Agency Fee Income		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8682 Childcare & Enrichment Program Fees		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8689 All Other Fees & Contracts		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8692 Grants		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8694 In Kind Donations		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8695 Contributions & Events		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8696 Other Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8697 E-Rate		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8698 SELPA Grants		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8699 All Other Local Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8792 Transfers of Apportionments - Special Education		122,265	-	31,789	9,781	9,781	9,781	9,781	17,117	8,559	8,559	8,559	8,559	-	122,265		
Total 8600-8799 - Other Income-Local		145,075	-	33,056	12,062	12,062	11,809	12,316	19,525	10,840	10,840	10,459	11,093	1,014	145,075		
Prior Year Adjustments																	
8999 Other Prior Year Adjustment		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Prior Year Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL INCOME		2,145,072	-	313,174	303,849	103,746	107,888	282,976	179,148	119,771	148,957	104,393	105,026	376,144	2,145,072		
Expense																	
1000 - Certificated Salaries																	
1110 Teachers' Salaries		655,000	31,190	62,381	62,381	62,381	62,381	62,381	62,381	62,381	62,381	62,381	62,381	-	655,000		
1120 Teachers' Hourly		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1170 Teachers' Salaries - Substitute		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1175 Teachers' Salaries - Stipend/Extra Duty		25,000	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000		
1211 Certificated Pupil Support - Librarians		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1213 Certificated Pupil Support - Guidance & Counseling		68,000	6,182	6,182	6,182	6,182	6,182	6,182	6,182	6,182	6,182	6,182	6,182	68,000			
1215 Certificated Pupil Support - Psychologist		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1299 Certificated Pupil Support - Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1300 Certificated Supervisors' & Administrators' Salaries		110,000	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000			
1900 Other Certificated Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 1000 - Certificated Salaries		858,000	9,167	71,539	77,729	77,729	77,729	77,729	77,729	77,729	77,729	77,729	77,729	-	858,000		
2000 - Classified Salaries																	
2111 Instructional Aide & Other Salaries		19,855	1,291	1,986	2,184	1,886	1,291	1,191	1,886	1,886	1,688	2,184	2,383	-	19,855		
2121 After School Staff Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2131 Classified Teacher Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2200 Classified Support Salaries		33,120	1,440	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	33,120			
2300 Classified Supervisors' & Administrators' Salaries		65,000	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000			
2400 Classified Office Staff Salaries		34,560	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	34,560			
2900 Other Classified Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 2000 - Classified Salaries		152,535	9,737	12,467	13,162	13,361	13,063	12,467	12,368	13,063	12,864	13,361	13,559	-	152,535		

MAYACAMAS CHARTER MIDDLE SCHOOL

2022-23 Cash Flow Forecast

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	2022-23	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	FORECAST	Budget Variance	
	Trend														Jul-22 - Jun-23	Better / (Worse)	% Better / (Worse)
Current Year Accounts Receivable	(376,144)													(376,144)	(376,144)		
Change in Due from	-														-		
Change in Accounts Payable	56,251	-											50,675	5,576	56,251		
Change in Due to	1,535	-	-	-	-	-	-	-	-	-	-	-	-	1,535	1,535		
Change in Accrued Vacation	-														-		
Change in Payroll Liabilities	-														-		
Change in Prepaid Expenditures	-														-		
Change in Deposits	-														-		
Change in Deferred Revenue	-														-		
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash Flow from Investing Activities																	
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash Flow from Financing Activities																	
Source - Sale of Receivables	489,792	165,000	-	-	-	75,000	-	-	50,000	-	-	199,792	-	-	489,792		
Use - Sale of Receivables	(290,000)	-	-	-	(165,000)	-	-	(75,000)	-	-	-	-	(50,000)	-	(290,000)		
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash Balance	103,828	203,108	35,949	160,262	96,091	101,072	37,252	64,692	116,845	62,607	37,776	173,647	103,828	103,828	103,828		

MAYACAMAS CHARTER MIDDLE SCHOOL
 2023-24 Cash Flow Forecast
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	2023-24 Trend													FORECAST Jul-23 - Jun-24	Budget Variance		
		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24		Accrual	Better / (Worse)	% Better / (Worse)
8 - State Apportionment Schedule, FY 20-21 Version, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	9%	4%	4%	4%	80%			
1 - District Apportionment Schedule, Paid on Time		6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0			
# of School Days in Month		0	10	18	18	16	20	19	18	18	15	20	8		180		
Enrollment	232														232		
Unduplicated Count of Low Income, EL, Foster Youth	139														139		
ADA	220.40														220.4		
Income																	
8011-8098 - Local Control Funding Formula Sources																	
8011 Local Control Funding Formula	742,691	-	28,811	28,811	51,860	51,860	51,860	51,860	51,860	40,022	15,328	15,328	15,328	339,762	742,691		
8012 Education Protection Account	44,080	-	-	-	8,550	-	-	8,550	-	-	15,960	-	-	11,020	44,080		
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8096 In Lieu of Property Taxes	1,388,617	64,643	129,285	86,190	86,190	86,190	86,190	86,190	254,580	127,290	127,290	127,290	127,290	-	1,388,617		
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8011-8098 - Local Control Funding Formula Sources	2,175,388	64,643	158,096	115,001	146,600	138,050	138,050	146,600	306,440	167,312	158,577	142,617	142,617	350,782	2,175,388		
8100-8299 - Federal Revenue																	
8181 Special Education - Federal (IDEA)	16,245	-	-	4,224	1,300	1,300	1,300	1,300	2,274	1,137	1,137	1,137	1,137	-	16,245		
8221 Child Nutrition - Federal	117,663	-	-	-	-	-	11,766	11,766	11,766	11,766	11,766	11,766	11,766	35,299	117,663		
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8291 Title I	63,000	-	-	-	15,750	-	-	15,750	-	-	15,750	-	-	15,750	63,000		
8292 Title II	3,600	-	-	-	-	-	-	900	-	-	900	-	-	1,800	3,600		
8294 Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8295 Title IV, SSAE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8299 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8100-8299 - Other Federal Income	200,508	-	-	4,224	17,050	1,300	13,066	29,716	14,041	12,903	29,553	12,903	12,903	52,849	200,508		
8300-8599 - Other State Revenue																	
8520 Child Nutrition - State	9,802	-	-	-	-	-	980	980	980	980	980	980	980	2,941	9,802		
8550 Mandate Block Grant	3,034	-	-	-	-	-	3,034	-	-	-	-	-	-	-	3,034		
8561 State Lottery - Non Prop 20	35,925	-	-	-	-	-	-	8,981	-	-	8,981	-	-	17,963	35,925		
8562 State Lottery - Prop 20	14,326	-	-	-	-	-	-	-	-	-	-	-	-	14,326	14,326		
8560 Lottery Revenue	50,251	-	-	-	-	-	-	8,981	-	-	8,981	-	-	32,289	50,251		
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8591 SB740	161,390	-	-	-	-	-	-	80,695	-	-	40,348	-	-	40,348	161,390		
8592 State Mental Health	14,229	-	-	-	-	-	-	-	-	-	-	-	-	14,229	14,229		
8593 After School Education & Safety	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8599 State Revenue - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8300-8599 - Other State Income	238,707	-	-	-	-	-	4,015	90,657	980	980	50,309	980	980	89,806	238,707		
8600-8799 - Other Local Revenue																	
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8634 Food Service Sales	29,693	-	1,650	2,969	2,969	2,639	3,299	3,134	2,969	2,969	2,474	3,299	1,320	-	29,693		
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8660 Interest & Dividend Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8692 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8695 Contributions & Events	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8792 Transfers of Apportionments - Special Education	157,586	9,455.16	18,910.32	12,606.88	9,781	9,781	9,781	9,781	25,830	12,915	12,915	12,915	12,915	-	157,586		
Total 8600-8799 - Other Income-Local	187,279	9,455	20,560	15,576	12,751	12,421	13,080	12,915	28,799	15,884	15,389	16,214	14,234	-	187,279		
Prior Year Adjustments																	
8999 Other Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL INCOME	2,801,882	74,098	178,656	134,801	176,400	151,771	168,211	279,888	350,260	197,080	253,829	172,715	170,736	493,436	2,801,882		
Expense																	
1000 - Certificated Salaries																	
1110 Teachers' Salaries	824,650	37,484	78,717	78,717	78,717	78,717	78,717	78,717	78,717	78,717	78,717	78,717	78,717	-	824,650		
1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1175 Teachers' Salaries - Stipend/Extra Duty	31,472	31,472	-	-	-	-	-	-	-	-	-	-	-	-	31,472		
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1213 Certificated Pupil Support - Guidance & Counseling	70,040	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	-	70,040		
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1300 Certificated Supervisors' & Administrators' Salaries	113,300	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	-	113,300		
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 1000 - Certificated Salaries	1,039,462	9,442	84,765	94,526	94,526	94,526	94,526	94,526	94,526	94,526	94,526	94,526	94,526	-	1,039,462		

MAYACAMAS CHARTER MIDDLE SCHOOL
 2023-24 Cash Flow Forecast

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	2023-24 Trend	2023-24 Forecast												FORECAST		Budget Variance	
		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual	Jul-23 - Jun-24	Better / (Worse)	% Better / (Worse)
2000 - Classified Salaries																	
2111 Instructional Aide & Other Salaries	40,306	-	2,239	4,031	4,031	3,583	4,478	4,254	4,031	4,031	3,359	4,478	1,791	-	40,306		
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2131 Classified Teacher Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2200 Classified Support Salaries	69,314	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	69,314		
2300 Classified Supervisors' & Administrators' Salaries	66,950	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	66,950		
2400 Classified Office Staff Salaries	35,597	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	35,597		
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 2000 - Classified Salaries	212,166	14,322	16,561	18,352	18,352	17,904	18,800	18,576	18,352	18,352	17,681	18,800	16,113	-	212,166		
3000 - Employee Benefits																	
3111 STRS - State Teachers Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3311 OASDI - Social Security	77,601	1,473	6,282	6,998	6,998	6,971	7,026	7,012	6,998	6,998	6,957	7,026	6,860	-	77,601		
3331 MED - Medicare	18,149	345	1,469	1,637	1,637	1,630	1,643	1,640	1,637	1,637	1,627	1,643	1,604	-	18,149		
3401 H&W - Health & Welfare	116,550	9,713	9,713	9,713	9,713	9,713	9,713	9,713	9,713	9,713	9,713	9,713	9,713	-	116,550		
3501 SUI - State Unemployment Insurance	6,258	119	507	564	564	562	567	566	564	564	561	567	553	-	6,258		
3601 Workers' Compensation Insurance	26,034	6,508	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	-	26,034		
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3901 Other Retirement Benefits	37,549	713	3,040	3,386	3,386	3,373	3,400	3,393	3,386	3,386	3,366	3,400	3,319	-	37,549		
3902 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 3000 - Employee Benefits	282,140	18,871	23,180	24,468	24,468	24,418	24,518	24,493	24,468	24,468	24,393	22,348	22,049	-	282,140		
4000 - Supplies																	
4111 Core Curricula Materials	10,400	3,467	3,467	3,467	-	-	-	-	-	-	-	-	-	-	10,400		
4211 Books & Other Reference Materials	11,600	3,867	3,867	3,867	-	-	-	-	-	-	-	-	-	-	11,600		
4311 Student Materials	37,081	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	-	37,081		
4351 Office Supplies	11,600	967	967	967	967	967	967	967	967	967	967	967	967	-	11,600		
4371 Custodial Supplies	9,280	773	773	773	773	773	773	773	773	773	773	773	773	-	9,280		
4390 Other Supplies	18,560	4,447	4,447	4,447	580	580	580	580	580	580	580	580	580	-	18,560		
4411 Non Capitalized Equipment	19,650	6,550	6,550	6,550	-	-	-	-	-	-	-	-	-	-	19,650		
4711 Nutrition Program Food & Supplies	163,312	-	-	9,073	16,331	16,331	14,517	18,146	17,238	16,331	16,331	13,609	18,146	7,258	163,312		
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 4000 - Supplies	281,482	23,160	23,160	32,233	21,741	21,741	19,927	23,556	22,649	21,741	21,741	19,019	23,556	7,258	281,482		
5000 - Operating Services																	
5211 Travel & Conferences	2,750	-	275	275	275	275	275	275	275	275	275	275	275	-	2,750		
5311 Dues & Memberships	5,974	498	498	498	498	498	498	498	498	498	498	498	498	-	5,974		
5451 General Insurance	35,844	8,961	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	-	35,844		
5511 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5619 Other Facility Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5621 Equipment Lease	5,735	478	478	478	478	478	478	478	478	478	478	478	478	-	5,735		
5631 Vendor Repairs	6,372	531	531	531	531	531	531	531	531	531	531	531	531	-	6,372		
5812 Field Trips & Pupil Transportation	7,169	-	-	797	797	797	797	797	797	797	797	797	797	-	7,169		
5821 Legal	13,276	-	-	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	-	13,276		
5823 Audit	10,300	-	-	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	-	10,300		
5831 Advertisement & Recruitment	10,300	858	858	858	858	858	858	858	858	858	858	858	858	-	10,300		
5841 Contracted Substitute Teachers	14,839	-	-	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	-	14,839		
5842 Special Education Services	86,500	-	-	8,650	8,650	8,650	8,650	8,650	8,650	8,650	8,650	8,650	8,650	-	86,500		
5843 Non Public School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5844 After School Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5849 Other Student Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5852 PD Consultants & Tuition	6,638	-	-	738	738	738	738	738	738	738	738	738	738	-	6,638		
5854 Nursing & Medical (Non-IEP)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5859 All Other Consultants & Services	93,664	-	-	9,366	9,366	9,366	9,366	9,366	9,366	9,366	9,366	9,366	9,366	-	93,664		
5861 Non Instructional Software	12,779	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	-	12,779		
5865 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5871 District Oversight Fees	21,754	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	-	21,754		
5872 Special Education Fees (SELPA)	14,305	858	1,717	1,144	1,144	1,144	1,144	1,144	2,003	1,001	1,001	1,001	1,001	-	14,305		
5881 Intra-Agency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5899 All Other Expenses	10,238	853	853	853	853	853	853	853	853	853	853	853	853	-	10,238		
5911 Office Phone	1,854	155	155	155	155	155	155	155	155	155	155	155	155	-	1,854		
5913 Mobile Phone	4,301	358	358	358	358	358	358	358	358	358	358	358	358	-	4,301		
5921 Internet	12,528	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	-	12,528		
5923 Website Hosting	927	77	77	77	77	77	77	77	77	77	77	77	77	-	927		
5931 Postage & Shipping	5,576	465	465	465	465	465	465	465	465	465	465	465	465	-	5,576		
5999 Other Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 5000 - Operating Services	636,784	39,111	33,995	54,072	57,255	57,255	57,255	57,255	58,113	57,112	57,112	54,125	54,125	-	636,784		
6000 - Capital Outlay																	
6901 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
6903 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
7000 - Other Outgo																	
7438 Interest Expense	27,285	13,985	-	6,300	-	-	-	7,000	-	-	-	-	-	-	27,285		
Total 7000 - Other Outgo	27,285	13,985	-	6,300	-	-	-	7,000	-	-	-	-	-	-	27,285		
TOTAL EXPENSE	2,479,320	118,890	181,661	223,651	222,642	215,844	215,025	225,405	218,107	216,199	215,452	208,818	210,368	7,258	2,479,320		

MAYACAMAS CHARTER MIDDLE SCHOOL

2023-24 Cash Flow Forecast

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	2023-24													FORECAST	Budget Variance		
	Trend	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual	Jul-23 - Jun-24	Better / (Worse)	% Better / (Worse)
NET INCOME	322,561	(44,793)	(3,005)	(88,849)	(46,241)	(64,073)	(46,814)	54,483	132,152	(19,119)	38,377	(36,103)	(39,632)	486,178	322,561		
Operating Income															322,561		
EBITDA															349,847		
Beginning Cash Balance	103,828	103,828	35,690	95,450	157,787	141,040	76,967	30,153	29,636	116,788	97,669	136,047	99,944	122,188	103,828		
Cash Flow from Operating Activities																	
Net Income	322,561	(44,793)	(3,005)	(88,849)	(46,241)	(64,073)	(46,814)	54,483	132,152	(19,119)	38,377	(36,103)	(39,632)	486,178	322,561		
Change in Accounts Receivable	-																
Prior Year Accounts Receivable	376,144	114,573	90,890	151,187	19,494	-	-	-	-	-	-	-	-	-	376,144		
Current Year Accounts Receivable	(493,436)													(493,436)	(493,436)		
Change in Due from	-																
Change in Accounts Payable	12,883	(28,126)	(28,126)					45,000	(45,000)				61,876	7,258	12,883		
Change in Due to	-																
Change in Accrued Vacation	-																
Change in Payroll Liabilities	-																
Change in Prepaid Expenditures	-																
Change in Deposits	-																
Change in Deferred Revenue	-																
Depreciation Expense	-																
Cash Flow from Investing Activities																	
Capital Expenditures	-																
Cash Flow from Financing Activities																	
Source - Sale of Receivables	190,000	90,000	-	-	100,000	-	-	-	-	-	-	-	-	-	190,000		
Use - Sale of Receivables	(389,792)	(199,792)	-	-	(90,000)	-	-	(100,000)	-	-	-	-	-	-	(389,792)		
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash Balance	122,188	35,690	95,450	157,787	141,040	76,967	30,153	29,636	116,788	97,669	136,047	99,944	122,188	122,188	122,188		

	2024-25													FORECAST		Budget Variance	
	Trend	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25		% Better / (Worse)
8 - State Apportionment Schedule, FY 20-21 Version, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	9%	4%	4%	4%	80%			
1 - District Apportionment Schedule, Paid on Time		6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0			
# of School Days in Month		0	10	18	18	16	20	19	18	18	15	20	8		180		
Enrollment	284														284		
Unduplicated Count of Low Income, EL, Foster Youth	170														170		
ADA	269.80														269.80		
Income																	
8011-8098 - Local Control Funding Formula Sources																	
8011 Local Control Funding Formula	1,010,256	-	41,264	41,264	74,275	74,275	74,275	74,275	74,275	52,297	20,029	20,029	20,029	443,969	1,010,256		
8012 Education Protection Account	53,960	-	-	-	11,020	-	-	11,020	-	-	18,430	-	-	13,490	53,960		
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8096 In Lieu of Property Taxes	1,699,859	83,317	166,634	111,089	111,089	111,089	111,089	111,089	298,154	149,077	149,077	149,077	149,077	-	1,699,859		
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8011-8098 - Local Control Funding Formula Sources	2,764,075	83,317	207,898	152,353	196,385	185,365	185,365	196,385	372,429	201,374	187,535	169,105	169,105	457,459	2,764,075		
8100-8299 - Federal Revenue																	
8181 Special Education - Federal (IDEA)	20,938	-	-	5,444	1,675	1,675	1,675	1,675	2,931	1,466	1,466	1,466	1,466	-	20,938		
8221 Child Nutrition - Federal	144,036	-	-	-	-	-	14,404	14,404	14,404	14,404	14,404	14,404	14,404	43,211	144,036		
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8291 Title I	63,000	-	-	-	15,750	-	-	15,750	-	-	15,750	-	-	15,750	63,000		
8292 Title II	3,600	-	-	-	-	-	-	900	-	-	900	-	-	1,800	3,600		
8294 Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8295 Title IV, SSAFE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8299 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8100-8299 - Other Federal Income	231,574	-	-	5,444	17,425	1,675	16,079	32,729	17,335	15,869	32,519	15,869	15,869	60,761	231,574		
8300-8599 - Other State Revenue																	
8520 Child Nutrition - State	11,999	-	-	-	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	3,600	11,999		
8550 Mandate Block Grant	4,050	-	-	-	-	-	4,050	-	-	-	-	-	-	4,050	4,050		
8560 Lottery Revenue	61,514	-	-	-	-	-	-	10,994	-	-	10,994	-	-	39,526	61,514		
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8591 SB740	185,599	-	-	-	-	-	-	92,799	-	-	46,400	-	-	46,400	185,599		
8592 State Mental Health	17,418	-	-	-	-	-	-	-	-	-	-	-	-	17,418	17,418		
8593 After School Education & Safety	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8599 State Revenue - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8300-8599 - Other State Income	280,580	-	-	-	-	-	5,249	104,994	1,200	1,200	58,594	1,200	1,200	106,943	280,580		
8600-8799 - Other Local Revenue																	
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8634 Food Service Sales	36,712	-	2,040	3,671	3,671	3,263	4,079	3,875	3,671	3,671	3,059	4,079	1,632	-	36,712		
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8660 Interest & Dividend Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8692 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8695 Contributions & Events	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8792 Transfers of Apportionments - Special Education	192,907	11,574.42	23,148.84	15,432.56	12,607	12,607	12,607	12,607	30,775	15,387	15,387	15,387	15,387	-	192,907		
Total 8600-8799 - Other Income-Local	229,619	11,574	25,188	19,104	16,278	15,870	16,686	16,482	34,446	19,058	18,447	19,466	17,019	-	229,619		
Prior Year Adjustments																	
8999 Other Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL INCOME	3,505,847	94,891	233,086	176,901	230,088	202,910	223,378	350,589	425,409	237,501	297,095	205,641	203,194	625,163	3,505,847		
Expense																	
1000 - Certificated Salaries																	
1110 Teachers' Salaries	1,239,390	56,336	118,305	118,305	118,305	118,305	118,305	118,305	118,305	118,305	118,305	118,305	118,305	-	1,239,390		
1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1175 Teachers' Salaries - Stipend/Extra Duty	47,151	47,151	-	-	-	-	-	-	-	-	-	-	-	-	47,151		
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1213 Certificated Pupil Support - Guidance & Counseling	72,141	6,558	6,558	6,558	6,558	6,558	6,558	6,558	6,558	6,558	6,558	6,558	6,558	-	72,141		
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1300 Certificated Supervisors' & Administrators' Salaries	116,699	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	-	116,699		
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 1000 - Certificated Salaries	1,475,381	9,725	119,770	134,589	134,589	134,589	134,589	134,589	134,589	134,589	134,589	134,589	134,589	-	1,475,381		
2000 - Classified Salaries																	
2111 Instructional Aide & Other Salaries	82,270	-	4,571	8,227	8,227	7,313	9,141	8,684	8,227	8,227	6,856	9,141	3,656	-	82,270		

MAYACAMAS CHARTER MIDDLE SCHOOL

2024-25 Cash Flow Forecast

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	2024-25													FORECAST	Budget Variance		
	Trend	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25	Better / (Worse)	% Better / (Worse)
Total 7000 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	3,190,909	126,454	251,134	291,744	281,243	280,230	280,013	283,993	283,417	281,068	279,548	271,781	271,310	8,974	3,190,909		
NET INCOME	314,938	(31,563)	(18,048)	(114,843)	(51,155)	(77,320)	(56,634)	66,595	141,992	(43,566)	17,547	(66,140)	(68,117)	616,189	314,938		
Operating Income															314,938		
EBITDA															314,938		
Beginning Cash Balance	122,188	122,188	93,180	173,032	325,544	290,533	213,213	156,578	263,521	405,514	361,947	379,495	313,355	314,373	122,188		
Cash Flow from Operating Activities																	
Net Income	314,938	(31,563)	(18,048)	(114,843)	(51,155)	(77,320)	(56,634)	66,595	141,992	(43,566)	17,547	(66,140)	(68,117)	616,189	314,938		
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	493,436	71,690	97,900	267,355	16,144	-	-	40,348	-	-	-	-	-	-	493,436		
Current Year Accounts Receivable	(625,163)	-	-	-	-	-	-	-	-	-	-	-	-	(625,163)	(625,163)		
Change in Due from	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable	8,974	(69,134)	-	-	-	-	-	-	-	-	-	-	69,134	8,974	8,974		
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Investing Activities																	
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Financing Activities																	
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	314,373	93,180	173,032	325,544	290,533	213,213	156,578	263,521	405,514	361,947	379,495	313,355	314,373	314,373	314,373		

MAYACAMAS CHARTER MIDDLE SCHOOL
Enrollment & ADA

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[Go to CALPADS Data](#)

[Go to Expansion Table \(PENSEC Schools should update actual PENSEC and 20-day data submitted.\)](#)

[Go to CY Cash Flow](#)

	Total Enrollment	180	232	284	336	336
	# of Classes/ Class Size/ Total Enrollment	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
6	Total Enrollment	60	112	112	112	112
	Attendance Rate	95%	95%	95%	95%	95%
	ADA	57.00	106.40	106.40	106.40	106.40
7	Total Enrollment	60	60	112	112	112
	Attendance Rate	95%	95%	95%	95%	95%
	ADA	57.00	57.00	106.40	106.40	106.40
8	Total Enrollment	60	60	60	112	112
	Attendance Rate	95%	95%	95%	95%	95%
	ADA	57.00	57.00	57.00	106.40	106.40
# of classroom teachers		9	11	16	19	20

Summary by Grade Span	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
Total Enrollment, TK - 3	0	0	0	0	0
Average Attendance Rate, TK - 3	0%	0%	0%	0%	0%
Total ADA, TK - 3	0.00	0.00	0.00	0.00	0.00
Total Enrollment, 4 - 6	60	112	112	112	112
Average Attendance Rate, 4 - 6	95%	95%	95%	95%	95%
Total ADA, 4 - 6	57.00	106.40	106.40	106.40	106.40
Total Enrollment, 7 - 8	120	120	172	224	224
Average Attendance Rate, 7 - 8	95%	95%	95%	95%	95%
Total ADA, 7 - 8	114.00	114.00	163.40	212.80	212.80
Total Enrollment, 9 - 12	0	0	0	0	0
Average Attendance Rate, 9 - 12	0%	0%	0%	0%	0%
Total ADA, 9 - 12	0.00	0.00	0.00	0.00	0.00
Grand Total, Enrollment	180	232	284	336	336
Grand Total, ADA	171.00	220.40	269.80	319.20	319.20

2022-23 Enrollment Summary					
	Trend	2023-24	2024-25	2025-26	2026-27
Year of Operation	1	2	3	4	5
Enrollment	180	232	284	336	336
TK	0	0	0	0	0
K	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	60	112	112	112	112
7	60	60	112	112	112
8	60	60	60	112	112
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
% Enrollment Growth	100.0%	28.9%	22.4%	18.3%	0.0%
Grade Level Expansion	Y	N	N	N	N

Prior Year Highest Grad NA 57 57 57 106.4

CALPADS Data	2019-20	2020-21	2022-23 Fall 1	2023-24	2024-25	2025-26	2026-27
Fall 1: 1.17 Report, LCFF							
Enrollment			180	232	284	336	336
Unduplicated Eligible Free/Reduced Meal Counts			36.00	46	57	67	67
EL Funding Eligible							
Total Unduplicated FRPM/EL Eligible Count			108	139	170	202	202
Fall 1: 1.18 Reports							
Fall 1: 1.18 Report, LCFF							
# of Free Lunch Eligible Students			90	116	142	168	168
# of Reduced Price Lunch Eligible Students			18	23	28	34	34
Fall 1: 1.18 Report, Title I							
# of Free Lunch Eligible Students - 5 - 17 Yrs. Old			90	116	142	168	168
# of Reduced Price Lunch Eligible Students - 5 - 17 Yrs. Old			90	116	142	168	168
Fall 1: 2.3 Report (no need to populate if school doesn't receive Title III - Immigrant)							
# of Immigrant Students			0	0	0	0	0
Percentages - if Year 1 school, enter estimated population percents in 2021-22 Column							
% Unduplicated FRPM, EL, and Foster Youth	0%	0%	60%	60%	60%	60%	60%
3-Year UPP Average			60%	60%	60%	60%	60%
% Free Lunch Eligible Students, All	0%	0%	50%	50%	50%	50%	50%
% Reduced Price Lunch Eligible Students, All	0%	0%	10%	10%	10%	10%	10%
% Free Lunch Eligible Students - 5 - 17 Yrs. Old	0%	0%	50%	50%	50%	50%	50%
% Reduced Price Lunch Eligible Students - 5 - 17 Yrs. Old	0%	0%	50%	50%	50%	50%	50%
% English Language Learner Students	0%	0%	20%	20%	20%	20%	20%
% Immigrant Students	0%	0%	0%	0%	0%	0%	0%

MAYACAMAS CHARTER MIDDLE SCHOOL
 Schedule A - Revenue, Part 1, Local Control Funding Formula
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# of years since 12/13 (for EPA calculation)	9	10	11	12	13	14
	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
Formula Factors						
COLA	5.07%	2.48%	3.11%	3.54%	2.00%	2.00%
Gap-Closing Increment	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
K-3 Grade Span Adjustment Percentage	10.40%	10.40%	10.40%	10.40%	10.40%	10.40%
9-12 Grade Span Adjustment Percentage	2.60%	2.60%	2.60%	2.60%	2.60%	2.60%
Supplemental Grant Percentage	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant Percentage	50.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Concentration Grant Threshold	55.00%	55.00%	55.00%	55.00%	55.00%	55.00%
School Factors						
TK-3 ADA	-	-	-	-	-	-
4-6 ADA	-	57.00	106.40	106.40	106.40	106.40
7-8 ADA	-	114.00	114.00	163.40	212.80	212.80
9-12 ADA	-	-	-	-	-	-
Total ADA	-	171.00	220.40	269.80	319.20	319.20
3-Year Average FRPM/EL/FY Unduplicated Percentage	0.00%	60.00%	59.95%	59.91%	59.98%	60.04%
District of Residence (Napa Valley Unified) Unduplicated Percentage	0.00%	53.00%	53.00%	53.00%	53.00%	53.00%
Rates						
Base LCFF Target Rates						
TK-3	\$ 8,092	\$ 8,293	\$ 8,551	\$ 8,854	\$ 9,031	\$ 9,212
4-6	\$ 8,214	\$ 8,418	\$ 8,680	\$ 8,987	\$ 9,167	\$ 9,350
7-8	\$ 8,458	\$ 8,668	\$ 8,938	\$ 9,254	\$ 9,439	\$ 9,628
9-12	\$ 9,802	\$ 10,045	\$ 10,357	\$ 10,724	\$ 10,938	\$ 11,157
Grade Span-Adjusted Target Rates (TK-3 & 9-12 adjusted by grade span adjustment percentage)						
TK-3	\$ 8,934	\$ 9,155	\$ 9,440	\$ 9,775	\$ 9,970	\$ 10,170
4-6	\$ 8,214	\$ 8,418	\$ 8,680	\$ 8,987	\$ 9,167	\$ 9,350
7-8	\$ 8,458	\$ 8,668	\$ 8,938	\$ 9,254	\$ 9,439	\$ 9,628
9-12	\$ 10,057	\$ 10,306	\$ 10,626	\$ 11,003	\$ 11,222	\$ 11,447
Supplemental Grant Rates						
TK-3	\$ 1,787	\$ 1,831	\$ 1,888	\$ 1,955	\$ 1,994	\$ 2,034
4-6	\$ 1,643	\$ 1,684	\$ 1,736	\$ 1,797	\$ 1,833	\$ 1,870
7-8	\$ 1,692	\$ 1,734	\$ 1,788	\$ 1,851	\$ 1,888	\$ 1,926
9-12	\$ 2,011	\$ 2,061	\$ 2,125	\$ 2,201	\$ 2,244	\$ 2,289
Concentration Grant Rates						
TK-3	\$ 4,467	\$ 5,951	\$ 6,136	\$ 6,354	\$ 6,481	\$ 6,611
4-6	\$ 4,107	\$ 5,472	\$ 5,642	\$ 5,842	\$ 5,959	\$ 6,078
7-8	\$ 4,229	\$ 5,634	\$ 5,810	\$ 6,015	\$ 6,135	\$ 6,258
9-12	\$ 5,029	\$ 6,699	\$ 6,907	\$ 7,152	\$ 7,294	\$ 7,441
Other Inputs						
In Lieu of Property Tax (Napa Valley Unified) Rate per ADA	\$ -	\$ 6,300	\$ 6,300	\$ 6,300	\$ 6,300	\$ 6,300
Education Protection Account % Offset		46.66%	46.66%	46.66%	46.66%	46.66%
EPA Rate for Schools Open in FY 13/14 or later	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
LCFF Calculation						
LCFF Target Calculation (Full Implementation)						
Supplemental Add On Rate (Supplemental Rate * % Unduplicated)						
TK-3	\$ -	\$ 1,099	\$ 1,132	\$ 1,171	\$ 1,196	\$ 1,221
4-6	\$ -	\$ 1,010	\$ 1,041	\$ 1,077	\$ 1,100	\$ 1,123
7-8	\$ -	\$ 1,040	\$ 1,072	\$ 1,109	\$ 1,132	\$ 1,156
9-12	\$ -	\$ 1,237	\$ 1,274	\$ 1,318	\$ 1,346	\$ 1,375
Total Supplemental Grant	\$ -	\$ 176,157	\$ 232,904	\$ 295,754	\$ 357,959	\$ 365,485
Concentration Add On Rate (Concentration Rate * % Undupl. Capped @ District of Residence %)						
TK-3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7-8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Concentration Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School Target Rates (Adjusted Base Rates Plus Supplemental and Concentration Rates)						
TK-3	\$ 8,934	\$ 10,254	\$ 10,572	\$ 10,946	\$ 11,166	\$ 11,391
4-6	\$ 8,214	\$ 9,428	\$ 9,721	\$ 10,064	\$ 10,267	\$ 10,473
7-8	\$ 8,458	\$ 9,708	\$ 10,010	\$ 10,363	\$ 10,571	\$ 10,784
9-12	\$ 10,057	\$ 11,543	\$ 11,900	\$ 12,321	\$ 12,568	\$ 12,822
LCFF Total Target (School Target Rates * ADA)	\$ -	\$ 1,644,135	\$ 2,175,388	\$ 2,764,075	\$ 3,341,947	\$ 3,409,163
Average LCFF Target Rate per ADA		\$ 9,615	\$ 9,870	\$ 10,245	\$ 10,470	\$ 10,680
LCFF Floor Calculation						
Current Year ADA * FY 12/13 Base Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FY 12/13 Frozen Categoricals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Current Year ADA * FY 12/13 Non-Frozen Categorical ADA Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Current Year ADA * Prior Year LCFF Funding Gap per ADA	\$ -	\$ -	\$ 2,119,109	\$ 2,662,975	\$ 3,270,172	\$ 3,341,947
LCFF Floor	\$ -	\$ -	\$ 2,119,109	\$ 2,662,975	\$ 3,270,172	\$ 3,341,947
Current Year Funding Calculation						
Gap Between Target and Floor	\$ -	\$ 1,644,135	\$ 56,279	\$ 101,100	\$ 71,775	\$ 67,216
CY Gap Closing Increment (Gap * Gap Closing Increment Percentage)	\$ -	\$ 1,644,135	\$ 56,279	\$ 101,100	\$ 71,775	\$ 67,216
Gap Funding Per ADA		\$ 9,615	\$ 255	\$ 375	\$ 225	\$ 211
Current Year Local Control Funding Formula Revenue	\$ -	\$ 1,644,135	\$ 2,175,388	\$ 2,764,075	\$ 3,341,947	\$ 3,409,163
CY Average LCFF Rate per ADA		\$ 9,615	\$ 9,870	\$ 10,245	\$ 10,470	\$ 10,680
Increase/Decrease		\$ 9,615	\$ 255	\$ 375	\$ 225	\$ 211

MAYACAMAS CHARTER MIDDLE SCHOOL

Schedule A - Revenue, Part 1, Local Control Funding Formula

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# of years since 12/13 (for EPA calculation)	9	10	11	12	13	14
	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27

Components of Local Control Funding Formula Revenue						
In Lieu of Property Tax Funding	\$ -	\$ 1,077,375	\$ 1,388,617	\$ 1,699,859	\$ 2,011,100	\$ 2,011,100
School's Education Protection Account % Offset/ADA Rate	200.00	200.00	200.00	200.00	200.00	200.00
Education Protection Account Funding	\$ -	\$ 34,200	\$ 44,080	\$ 53,960	\$ 63,840	\$ 63,840
LCFF, State Portion	\$ -	\$ 532,560	\$ 742,691	\$ 1,010,256	\$ 1,267,007	\$ 1,334,223

MAYACAMAS CHARTER MIDDLE SCHOOL
 Schedule A - Revenue, Part 3, Other Revenue Assumptions
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Years Since Tier III Flexibility Started: 6, 7, 8, 9, 10
 FY Year Start Year: 2022, 2023, 2024, 2025, 2026

	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
ADA					
P1 ADA	171.00	220.40	269.80	319.20	319.20
TK-3	0.00	0.00	0.00	0.00	0.00
4-6	57.00	106.40	106.40	106.40	106.40
7-8	114.00	114.00	163.40	212.80	212.80
9-12	0.00	0.00	0.00	0.00	0.00
P2 ADA	171.00	220.40	269.80	319.20	319.20
TK-3	-	-	-	-	-
4-6	57.00	106.40	106.40	106.40	106.40
7-8	114.00	114.00	163.40	212.80	212.80
9-12	-	-	-	-	-
Annual ADA	171.00	220.40	269.80	319.20	319.20
TK-3	-	0.00	0.00	0.00	0.00
4-6	57.00	106.40	106.40	106.40	106.40
7-8	114.00	114.00	163.40	212.80	212.80
9-12	-	0.00	0.00	0.00	0.00
Demographics					
Free #	90	116	142	168	168
Reduced #	18	23	28	34	34
Total Free and Reduced #	108	139	170	202	202
Free # - 5 - 17 yr olds	90	116	142	168	168
Reduced # - 5 - 17 yr olds	90	116	142	168	168
Total Free and Reduced # - 5 - 17 yr olds	180	232	284	336	336
English Language Learners #	36	46	57	67	67
Immigrant Student #	0	0	0	0	0
Special Ed Students (LACOE SELPA Only)	0	0	0	0	0
Rates*					
Statutory COLA	2.48%	3.11%	3.54%	2.00%	2.00%
Title I, New School (for estimating initial entitlement)	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00
Title II, New School (for estimating initial entitlement)	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00
Title III, LEP	\$ 114.40	\$ 114.40	\$ 114.40	\$ 114.40	\$ 114.40
Title III, Immigrant	\$ 104.70	\$ 104.70	\$ 104.70	\$ 104.70	\$ 104.70
Special Education - IDEA	\$ -	\$ 950.00	\$ 950.00	\$ 950.00	\$ 950.00
Special Education - AB 602	\$ 715.00	\$ 715.00	\$ 715.00	\$ 715.00	\$ 715.00
Special Education Fee	\$ 63.06	\$ 63.06	\$ 63.06	\$ 63.06	\$ 63.06
State Lottery - Base (Non-Prop 20)	\$ 163.00	\$ 163.00	\$ 163.00	\$ 163.00	\$ 163.00
State Lottery - Prop 20	\$ 65.00	\$ 65.00	\$ 65.00	\$ 65.00	\$ 65.00
Mandate Reimbursement Block Grant, K-8	\$ 17.21	\$ 17.75	\$ 18.37	\$ 18.74	\$ 19.12
Mandate Reimbursement Block Grant, 9-12	\$ 47.84	\$ 49.33	\$ 51.07	\$ 52.10	\$ 53.14
One Time Funding (Mandate Backlog Offset)	\$ -	\$ -	\$ -	\$ -	\$ -
Child Nutrition - Federal Breakfast Free - Especially Needy	\$ 2.26	\$ 2.26	\$ 2.26	\$ 2.26	\$ 2.26
Child Nutrition - Federal Breakfast Free	\$ 1.89	\$ 1.89	\$ 1.89	\$ 1.89	\$ 1.89
Child Nutrition - Federal Breakfast Reduced - Especially Needy	\$ 1.96	\$ 1.96	\$ 1.96	\$ 1.96	\$ 1.96
Child Nutrition - Federal Breakfast Reduced	\$ 1.59	\$ 1.59	\$ 1.59	\$ 1.59	\$ 1.59
Child Nutrition - Federal Breakfast Paid	\$ 0.32	\$ 0.32	\$ 0.32	\$ 0.32	\$ 0.32
Child Nutrition - Federal Lunch Free, > 60% F/RP Served in 2020-21	\$ 3.53	\$ 3.53	\$ 3.53	\$ 3.53	\$ 3.53
Child Nutrition - Federal Lunch Free	\$ 3.51	\$ 3.51	\$ 3.51	\$ 3.51	\$ 3.51
Child Nutrition - Federal Lunch Reduced, > 60% F/RP Served in 2020-21	\$ 3.13	\$ 3.13	\$ 3.13	\$ 3.13	\$ 3.13
Child Nutrition - Federal Lunch Reduced	\$ 3.11	\$ 3.11	\$ 3.11	\$ 3.11	\$ 3.11
Child Nutrition - Federal Lunch Paid, > 60% F/RP Served in 2020-21	\$ 0.35	\$ 0.35	\$ 0.35	\$ 0.35	\$ 0.35
Child Nutrition - Federal Lunch Paid	\$ 0.33	\$ 0.33	\$ 0.33	\$ 0.33	\$ 0.33
Child Nutrition - State Free and Reduced	\$ 0.24	\$ 0.24	\$ 0.24	\$ 0.24	\$ 0.24
Child Nutrition - Snacks Free	\$ 0.96	\$ 0.96	\$ 0.96	\$ 0.96	\$ 0.96
Child Nutrition - Snacks Reduced	\$ 0.48	\$ 0.48	\$ 0.48	\$ 0.48	\$ 0.48
Child Nutrition - Snacks Paid	\$ 0.08	\$ 0.08	\$ 0.08	\$ 0.08	\$ 0.08
Child Nutrition - Supper Free	\$ 3.51	\$ 3.51	\$ 3.51	\$ 3.51	\$ 3.51
Child Nutrition - Supper Reduced	\$ 3.11	\$ 3.11	\$ 3.11	\$ 3.11	\$ 3.11
Child Nutrition - Supper Base	\$ 0.33	\$ 0.33	\$ 0.33	\$ 0.33	\$ 0.33
Cash in Lieu of Commodities	\$ 0.25	\$ 0.25	\$ 0.25	\$ 0.25	\$ 0.25
Federal Funding					
IDEA Revenue	\$ -	\$ 16,245	\$ 20,938	\$ 25,631	\$ 30,324
IDEA, Advance Apportionment Calculation (Prior Year P-2 ADA, unless Y1)	\$ 0	\$ 16,245	\$ 20,938	\$ 25,631	\$ 30,324
IDEA, P-1 Apportionment Calculation	\$ 0	\$ 16,245	\$ 20,938	\$ 25,631	\$ 30,324
Title Funding					
Title I & II Funding, Significantly Expanding Multiplier	#DIV/0!	1.29	1.29	1.22	1.18

MAYACAMAS CHARTER MIDDLE SCHOOL
 Schedule A - Revenue, Part 3, Other Revenue Assumptions
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Years Since Tier III Flexibility Started
 FY Year Start Year

6 7 8 9 10
 2022 2023 2024 2025 2026

	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
Title I, II & IV Funding Multiplier (enter from row 74 or enter own assumption)	1.00	1.00	1.00	1.00	1.00
Title Funding, Federal Sequestration Cut Assumption					
Title I Entitlement	\$ 63,000	\$ 63,000	\$ 63,000	\$ 63,000	\$ 63,000
Title II Entitlement	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600
Title III LEP Entitlement	\$ -	\$ -	\$ -	\$ -	\$ -
Title III Immigrant Entitlement	\$ -	\$ -	\$ -	\$ -	\$ -
Title III, LEP & Immigrant	\$ -	\$ -	\$ -	\$ -	\$ -
Title IV, Student Support and Academic Enrichment	\$ -	\$ -	\$ -	\$ -	\$ -
Title IV, PCSGP Revenue (enter based on grant schedule or grant spending)					
Other Federal Revenue					
Charter School Facilities Incentive Grant (If Applicable)					
Other Federal Revenue Breakdown <i>(Add more rows above Total Other Federal Revenue if Necessary)</i>					
GEER LLMF (3215)	\$ -				
CRF LLMF (3220)	\$ -				
ESSER (3210)	\$ -				
ESSER II (3212)	\$ -	\$ -	\$ -		
21st CCLC	\$ -				
ESSER III (321X) - reserve 20% for Learning Loss	\$ -	\$ -	\$ -		
Enter Description					
Enter Description					
Total Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
State Funding					
State Mental Health	\$ 11,040	\$ 14,229	\$ 17,418	\$ 20,608	\$ 20,608
After School Education & Safety					
Supplemental Categorical Block Grant (Conversion Schools)					
State Grant Pass-Through					
Mandate Funds					
Mandate Reimbursement Block Grant	\$ -	\$ 3,034	\$ 4,050	\$ 5,056	\$ 6,102
Mandate Offset One Time Funds	\$ -	\$ -	\$ -	\$ -	\$ -
Mandate Reimbursement Block Grant	\$ -	\$ 3,034	\$ 4,050	\$ 5,056	\$ 6,102
Lottery					
Non-Prop 20 (Unrestricted)	\$ 27,873	\$ 35,925	\$ 43,977	\$ 52,030	\$ 52,030
Prop 20 (To be used for student materials)	\$ 11,115	\$ 14,326	\$ 17,537	\$ 20,748	\$ 20,748
Other State Revenue Breakdown <i>(Add more rows above Total Other State Revenue if Necessary)</i>					
LLM State General Fund (7420)					
AB86 In Person Instruction (7422)	\$ -	\$ -			
AB86 Expanded Learning Opportunities (7425) - reserve 10% for paras	\$ -	\$ -			
Enter Description					
Enter Description					
Enter Description					
Enter Description					
Enter Description					
Total Other State Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
Local Funding					
Sale of Equipment & Supplies					
Food Service Sales	\$ 22,810	\$ 29,693	\$ 36,712	\$ 43,868	\$ 44,307
Leases & Rentals					
Interest & Dividend Income					
Net Increase (Decrease) in Fair Value of Investments					
Intra-Agency Fee Income					
After School Program Fees (From After School Program Tab (If Applicable))	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Fees & Contracts					
E-Rate					
SELPA Grants					
Transfers of Apportionments - Special Education (AB602)	\$ 122,265	\$ 157,586	\$ 192,907	\$ 228,228	\$ 228,228
AB 602, Advance Apportionment Calculation (Prior Year P-2 ADA, unless Y1)	\$ 122,265	\$ 122,265	\$ 157,586	\$ 192,907	\$ 228,228
AB 602, P-1 Apportionment Calculation	\$ 122,265	\$ 157,586	\$ 192,907	\$ 228,228	\$ 228,228
Other Local Revenue Breakdown <i>(Add more rows above Total Other Local Revenue if Necessary)</i>					
Enter Description					
Enter Description					
Enter Description					
Enter Description					
Total Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -

MAYACAMAS CHARTER MIDDLE SCHOOL

Schedule C - Salary

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Object & Title	Name	Year 1	Year 2	Year 3	Year 4	Year 5
1110: Teachers' Salaries	TEACHER 1 - Y1	62,000	63,860	65,776	67,749	69,782
	TEACHER 2 - Y1	62,000	63,860	65,776	67,749	69,782
	TEACHER 3 - Y1	72,000	74,160	76,385	78,676	81,037
	TEACHER 4 - Y1	72,000	74,160	76,385	78,676	81,037
	TEACHER 5 - Y1	80,000	82,400	84,872	87,418	90,041
	TEACHER 6 - Y1	80,000	82,400	84,872	87,418	90,041
	SPED TEACHER - Y1	80,000	82,400	84,872	87,418	90,041
	TEACHER 7 PE - Y1	72,000	74,160	76,385	78,676	81,037
	TEACHER 8 VAPA - Y1	37,500	38,625	39,784	40,977	42,207
	TEACHER 9 VAPA - Y1	37,500	38,625	39,784	40,977	42,207
	TEACHER 10 - Y2	-	75,000	77,250	79,568	81,955
	TEACHER 11 - Y2	-	75,000	77,250	79,568	81,955
	TEACHER 12 ELECTIVE - Y3	-	-	75,000	77,250	79,568
	TEACHER 13 - Y3	-	-	75,000	77,250	79,568
	TEACHER 14 - Y3	-	-	80,000	82,400	84,872
	SPED TEACHER - Y3	-	-	80,000	82,400	84,872
	TEACHER 15 - Y4	-	-	-	80,000	82,400
	TEACHER 16 - Y4	-	-	-	80,000	82,400
	TEACHER 17 - Y4	-	-	-	85,000	87,550
	SPED TEACHER - Y5	-	-	-	-	85,000
EL COORDINATOR	-	-	80,000	82,400	84,872	
1110: Teachers' Salaries Total		655,000	824,650	1,239,390	1,521,571	1,652,218
1175: Teachers' Salaries - Stipend/Extra Duty	TEACHER SUMMER PD	25,000	31,472	47,151	57,672	62,528
1175: Teachers' Salaries - Stipend/Extra Duty Total		25,000	31,472	47,151	57,672	62,528
1213: Certificated Pupil Support - Guidance & Counseling	COUNSELOR	68,000	70,040	72,141	74,305	76,535
1213: Certificated Pupil Support - Guidance & Counseling Total		68,000	70,040	72,141	74,305	76,535
1300: Certificated Supervisors' & Administrators' Salaries	HEAD OF SCHOOL	110,000	113,300	116,699	120,200	123,806
1300: Certificated Supervisors' & Administrators' Salaries Total		110,000	113,300	116,699	120,200	123,806
2111: Instructional Aide & Other Salaries	INSTRUCTIONAL AIDE 1	19,855	20,451	21,064	21,696	22,347
	INSTRUCTIONAL AIDE 2	-	19,855	20,451	21,064	21,696
	INSTRUCTIONAL AIDE 3	-	-	19,855	20,451	21,064
	INSTRUCTIONAL AIDE 4	-	-	20,900	21,527	22,173
	INSTRUCTIONAL AIDE 5	-	-	-	20,900	21,527
	INSTRUCTIONAL AIDE 6	-	-	-	22,990	23,680
	INSTRUCTIONAL AIDE 7	-	-	-	-	22,990
2111: Instructional Aide & Other Salaries Total		19,855	40,306	82,270	128,628	155,477
2200: Classified Support Salaries	CUSTODIAN 1	33,120	34,114	35,137	36,191	37,277
	CUSTODIAN 2	-	-	23,000	23,690	24,401
	PARENT LIAISON	-	35,200	36,256	37,344	38,464
2200: Classified Support Salaries Total		33,120	69,314	94,393	97,225	100,142
2300: Classified Supervisors' & Administrators' Salaries	OPERATIONS MANAGER	65,000	66,950	68,959	71,027	73,158
2300: Classified Supervisors' & Administrators' Salaries Total		65,000	66,950	68,959	71,027	73,158
2400: Classified Office Staff Salaries	OFFICE ASSISTANT 1	34,560	35,597	36,665	37,765	38,898
	OFFICE ASSISTANT 2	-	-	-	24,000	24,720
2400: Classified Office Staff Salaries Total		34,560	35,597	36,665	61,765	63,618
Grand Total		1,010,535	1,251,628	1,757,667	2,132,393	2,307,481

MAYACAMAS CHARTER MIDDLE SCHOOL

Schedule C - Salary

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Paycom? Y Impacts the ID+Object formula

180	232	284	336	336
	3%	3%	3%	3%
	0%	0%	0%	0%
9	11	16	19	20

1 2 3 4

Note: If pulling from FY model, paste Object Code & Title & EE ID columns (Col A & B).

Object Code & Title	Employee ID	ID + Object	Existing/ New	Starting in FY...	Salary/ Hourly	Name	Position	FTE	Benefited?	Rate	Hours Per Day / Week	Days / Weeks Per Year	# of Months	Position Details					H&W 2022-23 Trend	H&W 2023-24	H&W 2024-25	H&W 2025-26	H&W 2026-27	
														2022-23 Trend	2023-24	2024-25	2025-26	2026-27						
1110: Teachers' Salaries	1	11110	New	2022-23	SALARY	TEACHER 1 - Y1	TEACHER	1	Y	62,000.00				62,000	63,860	65,776	67,749	69,782	7,000	7,350	7,718	8,103	8,509	
1110: Teachers' Salaries	2	21110	New	2022-23	SALARY	TEACHER 2 - Y1	TEACHER	1	Y	62,000.00				62,000	63,860	65,776	67,749	69,782	7,000	7,350	7,718	8,103	8,509	
1110: Teachers' Salaries	3	31110	New	2022-23	SALARY	TEACHER 3 - Y1	TEACHER	1	Y	72,000.00				72,000	74,160	76,385	78,676	81,037	7,000	7,350	7,718	8,103	8,509	
1110: Teachers' Salaries	4	41110	New	2022-23	SALARY	TEACHER 4 - Y1	TEACHER	1	Y	72,000.00				72,000	74,160	76,385	78,676	81,037	7,000	7,350	7,718	8,103	8,509	
1110: Teachers' Salaries	5	51110	New	2022-23	SALARY	TEACHER 5 - Y1	TEACHER	1	Y	80,000.00				80,000	82,400	84,872	87,418	90,041	7,000	7,350	7,718	8,103	8,509	
1110: Teachers' Salaries	6	61110	New	2022-23	SALARY	TEACHER 6 - Y1	TEACHER	1	Y	80,000.00				80,000	82,400	84,872	87,418	90,041	7,000	7,350	7,718	8,103	8,509	
1110: Teachers' Salaries	7	71110	New	2022-23	SALARY	SPED TEACHER - Y1	DIRECTED STUDIES TEACHER (SPED)	1	Y	80,000.00				80,000	82,400	84,872	87,418	90,041	7,000	7,350	7,718	8,103	8,509	
1110: Teachers' Salaries	8	81110	New	2022-23	SALARY	TEACHER 7 PE - Y1	PE TEACHER	1	Y	72,000.00				72,000	74,160	76,385	78,676	81,037	7,000	7,350	7,718	8,103	8,509	
1110: Teachers' Salaries	9	91110	New	2022-23	SALARY	TEACHER 8 VAPA - Y1	VAPA TEACHER PART-TIME	0.5	N	37,500.00				37,500	38,625	39,784	40,977	42,207	-	-	-	-	-	
1110: Teachers' Salaries	10	101110	New	2022-23	SALARY	TEACHER 9 VAPA - Y1	VAPA TEACHER PART-TIME	0.5	N	37,500.00				37,500	38,625	39,784	40,977	42,207	-	-	-	-	-	
1110: Teachers' Salaries	11	111110	New	2023-24	SALARY	TEACHER 10 - Y2	TEACHER - 6TH	1	Y	75,000.00				-	75,000	77,250	79,568	81,955	-	7,000	7,350	7,718	8,103	
1110: Teachers' Salaries	12	121110	New	2024-25	SALARY	TEACHER 12 ELECTIVE - Y3	ELECTIVE TEACHER	1	Y	75,000.00				-	-	75,000	77,250	79,568	-	-	7,000	7,350	7,718	
1110: Teachers' Salaries	13	131110	New	2023-24	SALARY	TEACHER 11 - Y2	TEACHER - 6TH	1	Y	75,000.00				-	75,000	77,250	79,568	81,955	-	7,000	7,350	7,718	8,103	
1110: Teachers' Salaries	14	141110	New	2024-25	SALARY	TEACHER 13 - Y3	TEACHER - 7TH	1	Y	75,000.00				-	-	75,000	77,250	79,568	-	-	7,000	7,350	7,718	
1110: Teachers' Salaries	15	151110	New	2024-25	SALARY	TEACHER 14 - Y3	TEACHER - 7TH	1	Y	80,000.00				-	-	80,000	82,400	84,872	-	-	7,000	7,350	7,718	
1110: Teachers' Salaries	16	161110	New	2025-26	SALARY	TEACHER 15 - Y4	TEACHER - 8TH	1	Y	80,000.00				-	-	-	80,000	82,400	-	-	-	7,000	7,350	
1110: Teachers' Salaries	17	171110	New	2024-25	SALARY	SPED TEACHER - Y3	DIRECTED STUDIES TEACHER (SPED)	1	Y	80,000.00				-	-	80,000	82,400	84,872	-	-	7,000	7,350	7,718	
1110: Teachers' Salaries	18	181110	New	2025-26	SALARY	TEACHER 16 - Y4	TEACHER - 8TH	1	Y	80,000.00				-	-	-	80,000	82,400	-	-	-	7,000	7,350	
1110: Teachers' Salaries	19	191110	New	2026-27	SALARY	SPED TEACHER - Y5	DIRECTED STUDIES TEACHER (SPED)	1	Y	85,000.00				-	-	-	-	85,000	-	-	-	-	-	7,000
1110: Teachers' Salaries	20	201110	New	2025-26	SALARY	TEACHER 17 - Y4	TEACHER	1	Y	85,000.00				-	-	-	85,000	87,550	-	-	-	7,000	7,350	
1110: Teachers' Salaries	23	231110	New	2024-25	SALARY	EL COORDINATOR	EL COORDINATOR	1	Y	80,000.00				-	-	80,000	82,400	84,872	-	-	-	7,000	7,350	7,718
1175: Teachers' Salaries - Stipend/Extra Du	21	211175	New	2022-23	HOURLY	TEACHER SUMMER PD	TEACHER SUMMER PD		N	250.00	10	10		25,000	31,472	47,151	57,672	62,528	-	-	-	-	-	
1213: Certificated Pupil Support - Guidance	22	221213	New	2022-23	SALARY	COUNSELOR	COUNSELOR	1	Y	68,000.00				68,000	70,040	72,141	74,305	76,535	7,000	7,350	7,718	8,103	8,509	
1300: Certificated Supervisors' & Administr	31	311300	New	2022-23	SALARY	HEAD OF SCHOOL	HEAD OF SCHOOL	1	Y	110,000.00				110,000	113,300	116,699	120,200	123,806	7,000	7,350	7,718	8,103	8,509	
2111: Instructional Aide & Other Salaries	100	1002111	New	2022-23	HOURLY	INSTRUCTIONAL AIDE 1	INSTRUCTIONAL AIDE	0.6875	N	19.00	5.5	190		19,855	20,451	21,064	21,696	22,347	-	-	-	-	-	
2111: Instructional Aide & Other Salaries	101	1012111	New	2023-24	HOURLY	INSTRUCTIONAL AIDE 2	INSTRUCTIONAL AIDE	0.6875	N	19.00	5.5	190		-	19,855	20,451	21,064	21,696	-	-	-	-	-	
2111: Instructional Aide & Other Salaries	102	1022111	New	2024-25	HOURLY	INSTRUCTIONAL AIDE 3	INSTRUCTIONAL AIDE	0.6875	N	19.00	5.5	190		-	-	19,855	20,451	21,064	-	-	-	-	-	
2111: Instructional Aide & Other Salaries	103	1032111	New	2024-25	HOURLY	INSTRUCTIONAL AIDE 4	INSTRUCTIONAL AIDE	0.6875	N	20.00	5.5	190		-	-	20,900	21,527	22,173	-	-	-	-	-	
2111: Instructional Aide & Other Salaries	104	1042111	New	2025-26	HOURLY	INSTRUCTIONAL AIDE 5	INSTRUCTIONAL AIDE	0.6875	N	20.00	5.5	190		-	-	-	20,900	21,527	-	-	-	-	-	
2111: Instructional Aide & Other Salaries	105	1052111	New	2025-26	HOURLY	INSTRUCTIONAL AIDE 6	INSTRUCTIONAL AIDE	0.6875	N	22.00	5.5	190		-	-	-	22,990	23,680	-	-	-	-	-	
2111: Instructional Aide & Other Salaries	106	1062111	New	2026-27	HOURLY	INSTRUCTIONAL AIDE 7	INSTRUCTIONAL AIDE	0.6875	N	22.00	5.5	190		-	-	-	-	22,990	-	-	-	-	-	
2200: Classified Support Salaries	40	402200	New	2022-23	HOURLY	CUSTODIAN 1	CUSTODIAN	1	Y	18.00	8	230		33,120	34,114	35,137	36,191	37,277	7,000	7,350	7,718	8,103	8,509	
2200: Classified Support Salaries	41	412200	New	2024-25	HOURLY	CUSTODIAN 2	CUSTODIAN	0.625	N	20.00	5	230		-	-	23,000	23,690	24,401	-	-	-	-	-	
2200: Classified Support Salaries	42	422200	New	2023-24	HOURLY	PARENT LIAISON	PARENT LIAISON	1	Y	22.00	8	200		-	35,200	36,256	37,344	38,464	-	7,000	7,350	7,718	8,103	
2300: Classified Supervisors' & Administrat	50	502300	New	2022-23	SALARY	OPERATIONS MANAGER	OPERATIONS MANAGER	1	Y	65,000.00				65,000	66,950	68,959	71,027	73,158	7,000	7,350	7,718	8,103	8,509	
2400: Classified Office Staff Salaries	51	512400	New	2022-23	HOURLY	OFFICE ASSISTANT 1	OFFICE ASSISTANT	1	Y	18.00	8	240		34,560	35,597	36,665	37,765	38,898	7,000	7,350	7,718	8,103	8,509	
2400: Classified Office Staff Salaries	52	522400	New	2025-26	HOURLY	OFFICE ASSISTANT 2	OFFICE ASSISTANT	0.625	N	20.00	5	240		-	-	-	24,000	24,720	-	-	-	-	-	

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Schedule D - Expense

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180	232	284	336	336
9	11	16	19	20
3%	3%	3%	3%	3%

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2022-23 Trend

Object Code	Description	Increase by	Unit \$	Unit #	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	Comments
4000 Series, Books & Supplies										
4111: Core Curricula Materials										
4111	Textbooks	Change in the Number of Students	\$ 200.00	180	36,000	10,400	10,400	10,400	5,200	
4111										
4111										
Total, 4111: Core Curricula Materials		Enrollment			\$ 36,000	\$ 10,400	\$ 10,400	\$ 10,400	\$ 5,200	
4211: Books & Other Reference Materials										
4211	Other Books - novels, teacher reference	Enrollment	\$ 50.00	180	9,000	11,600	14,200	16,800	16,800	
4211										
Total, 4211: Books & Other Reference Materials		Enrollment			\$ 9,000	\$ 11,600	\$ 14,200	\$ 16,800	\$ 16,800	
4311: Student Materials										
4311	New Tech Network Curriculum including LMS	Constant	\$ 25,000.00	1	25,000	25,000	15,000	15,000	15,000	Includes Implementation costs in Y1-Y2; Echo System - included in NTN \$12/student
4311	BrainPop	COLA & Enrollment Growth	\$ 1,800.00	1	1,800	2,390	3,013	3,672	3,782	
4311	StudySync	COLA & Enrollment Growth	\$ 1,000.00	1	1,000	1,328	1,674	2,040	2,101	
4311	Consumable Materials	COLA & Enrollment Growth	\$ 25.00	180	4,500	5,974	7,532	9,179	9,454	
4311	Assessments	COLA & Enrollment Growth	\$ 10.00	180	1,800	2,390	3,013	3,672	3,782	
4311	College Preparatory Math Curriculum (CPM), Math Vision Project, McDougal College Prep Math				-					Free Programs
4311	NGSS Integrated Model, Quill									Free Programs
4311										
Total, 4311: Student Materials		Teacher Growth			\$ 34,100	\$ 37,081	\$ 30,232	\$ 33,562	\$ 34,119	
4351: Office Supplies										
4351	Office Supplies	Enrollment	\$ 50.00	180	9,000	11,600	14,200	16,800	16,800	
4351										
Total, 4351: Office Supplies		Enrollment			\$ 9,000	\$ 11,600	\$ 14,200	\$ 16,800	\$ 16,800	
4371: Custodial Supplies										
4371	Custodial Supplies	Enrollment	\$ 40.00	180	7,200	9,280	11,360	13,440	13,440	
4371										
4371										
Total, 4371: Custodial Supplies		Enrollment			\$ 7,200	\$ 9,280	\$ 11,360	\$ 13,440	\$ 13,440	
4391: Food (Non Nutrition Program)										
4391	Preliminary Estimate	Enrollment								
4391										
Total, 4391: Food (Non Nutrition Program)		Enrollment			\$ -	\$ -	\$ -	\$ -	\$ -	
4392: Uniforms										
4392	Preliminary Estimate	Enrollment								
4392										
Total, 4392: Uniforms		Enrollment			\$ -	\$ -	\$ -	\$ -	\$ -	
4393: PE & Sports Equipment										
4393	PE & Sports equipment, PE Clothes	Enrollment	\$ 30.00	180	5,400	6,960	8,520	10,080	10,080	

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2022-23 Trend

Object Code	Description	Increase by	Unit \$	Unit #	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	Comments
5451	Insurance	COLA & Enrollment Growth	\$ 150.00	180	27,000	35,844	45,194	55,073	56,726	
5451										
Total, 5451: General Insurance		COLA & Enrollment Growth			\$ 27,000	\$ 35,844	\$ 45,194	\$ 55,073	\$ 56,726	
5511: Utilities										
5511	Utilities	COLA & Enrollment Growth			-	-	-	-	-	Included in lease cost
5511										
Total, 5511: Utilities		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5599: Other Facility Operations & Utilities										
5599	Preliminary Estimate	COLA & Enrollment Growth								
5599										
Total, 5599: Other Facility Operations & Utilities		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5611: School Rent - Private Facility										
5611	Private Facility Rent (Total From Schedule A - SB740)				220,140	253,161	291,135	334,805	344,850	
Total, 5611: School Rent - Private Facility		COLA & Enrollment Growth			\$ 220,140	\$ 253,161	\$ 291,135	\$ 334,805	\$ 344,850	
5619: Other Facility Rentals										
5619	Preliminary Estimate									
Total, 5619: Other Facility Rentals		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5621: Equipment Lease										
5621	Copier Lease	COLA & Enrollment Growth	\$ 400.00	12	4,800	5,735	6,508	7,931	8,168	partial copier use included in lease cost
5621										
Total, 5621: Equipment Lease		COLA & Enrollment Growth			\$ 4,800	\$ 5,735	\$ 6,508	\$ 7,931	\$ 8,168	
5631: Vendor Repairs										
5631	Minor Repairs	COLA & Enrollment Growth	\$ 400.00	12	4,800	6,372	8,035	9,791	10,085	
5631										
Total, 5631: Vendor Repairs		COLA & Enrollment Growth			\$ 4,800	\$ 6,372	\$ 8,035	\$ 9,791	\$ 10,085	
5812: Field Trips & Pupil Transportation										
5812	Field Trips	COLA & Enrollment Growth	\$ 30.00	180	5,400	7,169	18,078	22,029	22,690	Double in Year 3
5812										
Total, 5812: Field Trips & Pupil Transportation		COLA & Enrollment Growth			\$ 5,400	\$ 7,169	\$ 18,078	\$ 22,029	\$ 22,690	
5821: Legal										
5821	Legal Fees	COLA & Enrollment Growth	\$ 10,000.00	1	10,000	13,276	16,739	20,398	21,009	
5821										
Total, 5821: Legal		COLA & Enrollment Growth			\$ 10,000	\$ 13,276	\$ 16,739	\$ 20,398	\$ 21,009	
5823: Audit										
5823	Annual Audit	Expense COLA	\$ 5,000.00	1	5,000	10,300	10,609	10,927	11,255	
5823										
Total, 5823: Audit		COLA & Enrollment Growth			\$ 5,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255	
5831: Advertisement & Recruitment										
5831	Student Recruitment	Expense COLA	\$ 5,000.00	1	5,000	5,150	5,305	5,464	5,628	

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3%	3%	3%	3%	3%

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2022-23 Trend

Object Code	Description	Increase by	Unit \$	Unit #	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	Comments
5831	Staff Recruitment	Expense COLA	\$ 5,000.00	1	5,000	5,150	5,305	5,464	5,628	
5831										
Total, 5831: Advertisement & Recruitment		Expense COLA			\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255	
5841: Contracted Substitute Teachers										
5841	Substitute Teachers	COLA & Enrollment Growth	\$ 230.00	49	11,178	14,839	18,710	22,800	23,484	3% absence rate
5841										
Total, 5841: Contracted Substitute Teachers		COLA & Enrollment Growth			\$ 11,178	\$ 14,839	\$ 18,710	\$ 22,800	\$ 23,484	
5842: Special Education Services										
5842	Outsourced special ed services including specialists, therapists, psychologist, etc.	COLA & Enrollment Growth	\$ 950.00	180	41,000	86,500	50,083	95,065	70,037	Increases to \$1,200 per student - including 3 Sped teachers (Y1, Y3, Y5) and 1/2 Counselor salary
5842										
5842										
Total, 5842: Special Education Services		COLA & Enrollment Growth			\$ 41,000	\$ 86,500	\$ 50,083	\$ 95,065	\$ 70,037	
5843: Non Public School										
5843	Preliminary Estimate	COLA & Enrollment Growth								
Total, 5843: Non Public School		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5844: After School Services										
5844	Preliminary Estimate	COLA & Enrollment Growth								
Total, 5844: After School Services		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5849: Other Student Instructional Services										
5849	Preliminary Estimate	COLA & Enrollment Growth								
Total, 5849: Other Student Instructional Services		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5852: PD Consultants & Tuition										
5852	PD Consultants	COLA & Enrollment Growth	\$ 5,000.00	1	5,000	6,638	8,369	10,199	10,505	
5852										
Total, 5852: PD Consultants & Tuition		COLA & Enrollment Growth			\$ 5,000	\$ 6,638	\$ 8,369	\$ 10,199	\$ 10,505	
5854: Nursing & Medical (Non-IEP)										
5854	Preliminary Estimate	COLA & Enrollment Growth								
Total, 5854: Nursing & Medical (Non-IEP)		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5859: All Other Consultants & Services										
5859	IT Consultant	COLA & Enrollment Growth	\$ 10,000.00	1	10,000	13,276	16,739	20,398	21,009	
5859	ExED Preliminary Estimate	ExED COLA & Enrollment	\$ 66,000.00	1	66,000	80,388	98,160	115,843	121,635	22-23 Fee is 4.5% of LCFF Base Revenue
5859					-	-	-	-	-	
5859										
Total, 5859: All Other Consultants & Services		COLA & Enrollment Growth			\$ 76,000	\$ 93,664	\$ 114,899	\$ 136,240	\$ 142,644	
5861: Non Instructional Software										
5861	Admin Software	COLA & Enrollment Growth	\$ 20.00	180	3,600	4,779	6,026	7,343	7,563	
5861	SIS Software	COLA & Enrollment Growth	\$ 12,000.00	1	12,000	8,000	10,087	12,292	12,661	Y1 includes set-up
Total, 5861: Non Instructional Software		COLA & Enrollment Growth			\$ 15,600	\$ 12,779	\$ 16,113	\$ 19,635	\$ 20,224	

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3%	3%	3%	3%	3%

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2022-23 Trend

Object Code	Description	Increase by	Unit \$	Unit #	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	Comments
5865: Fundraising Cost										
5865	Preliminary Estimate	COLA & Enrollment Growth								
5865										
Total, 5865: Fundraising Cost		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5871: District Oversight Fees										
5871	District Oversight Fee	COLA & Enrollment Growth			16,441	21,754	27,641	33,419	34,092	
Total, 5871: District Oversight Fees		COLA & Enrollment Growth			\$ 16,441	\$ 21,754	\$ 27,641	\$ 33,419	\$ 34,092	
5872: Special Education Fees (SELPA)										
5872	LACOE SELPA, 1st Year Fee	COLA & Enrollment Growth	2.50%		10,784	14,305	17,538	20,770	20,888	Includes Federal Fee
Total, 5872: Special Education Fees (SELPA)		COLA & Enrollment Growth			\$ 10,784	\$ 14,305	\$ 17,538	\$ 20,770	\$ 20,888	
5881: Intra-Agency Fees										
5881	Preliminary Estimate	COLA & Teacher Growth								
Total, 5881: Intra-Agency Fees		COLA & Teacher Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5895: Bad Debt Expense										
5895	Preliminary Estimate	COLA & Enrollment Growth								
Total, 5895: Bad Debt Expense		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5899: All Other Expenses										
5899	Employee Fingerprinting	Change in the Number of Teachers	\$ 80.00	15	1,175	590	1,120	800	270	
5899	Paycom		\$ 15.00	323	4,847	6,064	8,374	10,024	10,581	
5899	Other Fees	COLA & Enrollment Growth	\$ 15.00	180	2,700	3,584	4,519	5,507	5,673	
5899										
Total, 5899: All Other Expenses		COLA & Enrollment Growth			\$ 8,722	\$ 10,238	\$ 14,013	\$ 16,331	\$ 16,523	
5911: Office Phone										
5911	Office Phone	Expense COLA	\$ 150.00	12	1,800	1,854	1,910	1,967	2,026	
5911										
Total, 5911: Office Phone		Expense COLA			\$ 1,800	\$ 1,854	\$ 1,910	\$ 1,967	\$ 2,026	
5913: Mobile Phone										
5913	Staff Mobile Phone Fees	COLA & Enrollment Growth	\$ 270.00	12	3,240	4,301	5,423	6,609	6,807	
5913										
5913										
5913										
Total, 5913: Mobile Phone		Expense COLA			\$ 3,240	\$ 4,301	\$ 5,423	\$ 6,609	\$ 6,807	
5921: Internet										
5921	School Internet	Enrollment	\$ 900.00	12	10,800	12,528	15,336	18,144	18,144	
5921										
Total, 5921: Internet					\$ 10,800	\$ 12,528	\$ 15,336	\$ 18,144	\$ 18,144	
5923: Website Hosting										
5923	Website	Expense COLA	\$ 75.00	12	900	927	955	983	1,013	

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9	11	16	19	20
3%	3%	3%	3%	3%

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2022-23 Trend

Object Code	Description	Increase by	Unit \$	Unit #	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	Comments
5923					-					
5923										
5923										
Total, 5923: Website Hosting		Expense COLA			\$ 900	\$ 927	\$ 955	\$ 983	\$ 1,013	
5931: Postage & Shipping										
5931	Postage and shipping	COLA & Enrollment Growth	\$ 350.00	12	4,200	5,576	7,030	8,567	8,824	
5931										
5931										
5931										
Total, 5931: Postage & Shipping		Expense COLA			\$ 4,200	\$ 5,576	\$ 7,030	\$ 8,567	\$ 8,824	
Total, 5000 Series					\$ 500,778	\$ 636,784	\$ 716,459	\$ 876,542	\$ 875,704	

MAYACAMAS CHARTER MIDDLE SCHOOL

Staffing Counts

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FTE Count

1110: Teachers' Salaries
 1120: Teachers' Hourly
 1170: Teachers' Salaries - Substitute
 1175: Teachers' Salaries - Stipend/Extra Duty
 1211: Certificated Pupil Support - Librarians
 1213: Certificated Pupil Support - Guidance & Counseling
 1215: Certificated Pupil Support - Psychologist
 1299: Certificated Pupil Support - Other
 1300: Certificated Supervisors' & Administrators' Salaries
 1900: Other Certificated Salaries
 2111: Instructional Aide & Other Salaries
 2121: After School Staff Salaries
 2131: Classified Teacher Salaries
 2200: Classified Support Salaries
 2300: Classified Supervisors' & Administrators' Salaries
 2400: Classified Office Staff Salaries
 2900: Other Classified Salaries
Total, 1000 Series
Total, 2000 Series
Total

2022-23 Trend	2023-24	2024-25	2025-26	2026-27
9	11	16	19	20
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
1	1	1	1	1
-	-	-	-	-
-	-	-	-	-
1	1	1	1	1
-	-	-	-	-
1	1	3	4	5
-	-	-	-	-
-	-	-	-	-
1	2	3	3	3
1	1	1	1	1
1	1	1	2	2
-	-	-	-	-
10	12	17	20	21
5	6	8	10	11
14.69	18.38	25.38	30.38	32.06

MAYACAMAS CHARTER MIDDLE SCHOOL*Receivable Sales*

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Reference (e.g. RSU Date if applicable)	Purchase Date (PD)	Description	Distribution Date (DD)	Face Value	Discount %	Fee	PD Month	PD Year	DD Month	DD Year
	7/1/2022	October GP	10/1/2022	165,000	7%	\$11,550	7	2022	10	2022
	11/1/2022	January GP	1/1/2023	75,000	7%	\$5,250	11	2022	1	2023
	2/1/2023	June GP	6/1/2023	50,000.00	7%	\$3,500	2	2023	6	2023
	5/1/2023	July GP	7/1/2023	199,792	7%	\$13,985	5	2023	7	2023
	7/1/2023	October GP	10/1/2023	90,000	7%	\$6,300	7	2023	10	2023
	10/1/2023	January GP	1/1/2024	100,000	7%	\$7,000	10	2023	1	2024
				-		\$0	1	1900	1	1900
				-		\$0	1	1900	1	1900
				-		\$0	1	1900	1	1900

Mayacamas Charter Middle School Start-Up & 5 Year Budget Assumptions

Overall Outlook

Mayacamas Charter Middle School's FY 2022-23 spending plan results in a Net Income of \$86K. In the following four years, the net income ranges from \$227K to \$347K. Mayacamas Charter Middle School is projected to end the first year of operation with \$104K in cash or a 5% reserve and the second year with \$122K or a 5% reserve, growing to \$846K in Year 5.

Enrollment & Attendance Assumptions

In Year 1, the budget assumes Mayacamas Charter Middle School will open with 180 students in grades 6-8th. The student to classroom teacher ratio is approximately 22.5 to 1 (including electives).

Average Daily Attendance (ADA)

The budget assumes a 95% attendance rate, which results in a projected ADA of 171.0 in Year 1. The school expects to maintain the attendance rate in future years.

	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
Total Enrollment	180	232	284	336	336
ADA	171.00	220.40	269.80	319.20	319.20
% Free and Reduced	60%	60%	60%	60%	60%
% English Language Learners	20%	20%	20%	20%	20%
% Unduplicated Low Income, EL, Foster Youth	60%	60%	60%	60%	60%

Local Control Funding Formula (Public State Funding)

LCFF provides a base rate per ADA by grade span and additional supplemental and concentration grants for high need students defined as low income students, English learners, and foster youth.

The budget assumes the following demographic data in Year 1 based on the targeted zip codes:

Total Enrollment	180
Low Income/Free-Reduced Meal Students	108
English Language Learners	36
Foster Youth	0
Unduplicated Count of Low Income Students, English Language Learners, and Foster Youth	108
Unduplicated Percentage of Low Income Students, English Language Learners and Foster Youth	60%

Some students fall into more than one high need category but they will be counted only once for the purpose of the supplemental and concentration grants. **This is termed the Unduplicated Count.**

The FY 22-23 LCFF base rate for grades 4-6 is \$8,418 and 7-8 is \$8,668 based on the State-approved budget with 5.07% Cost of Living Adjustment (COLA) for FY 21-22, and 2.48% projected COLA for FY 22-23.

Based on the assumptions above, for Year 1 Mayacamas Charter Middle School is estimated to receive \$1.64MM total or **\$9,615 per ADA**, in LCFF funds. This represents 77% of the school's revenue in Year 1.

Staffing

Salaries and benefits make up 60% of Mayacamas Charter Middle School's Year 1 budget. In its inaugural year, Mayacamas Charter Middle School will employ:

1 Head of School
9 Teacher FTE's including 1 Special Education, 1 PE, and 2 Part-Time VAPA Teachers (with an average salary of \$72,500 in Year 1)
1 Counselor
1 part-time Instructional Aide
1 Custodian
1 Operations Manager
1 Office Assistant
Teacher Professional Development Stipends (10 days)

Total = 14.5 Full-Time Equivalent (FTE) Staff in Year 1, growing to 33 Staff by Year 5

Future Years:

El Coordinator added in Year 3
Additional Instructional Aides in future years (7 total)
Parent Liaison added in Year 2
Another Custodian and Office Assistant added
Salaries are budgeted to increase by 3% in year 2 and beyond – State funding allowing

Benefits

Mayacamas Charter Middle School will fund employee Health & Welfare premiums up to a cap of \$7,000 per year for full-time employees, with the cap increasing 5% each year. Mayacamas Charter Middle School will provide up to a 3% match to employees' 403b retirement plans, and will not participate in STRS or PERS at this time.

The budget also includes funding for Social Security, Medicare, State Unemployment Insurance, and workers' compensation for all eligible staff.

Special Education

Mayacamas Charter Middle School hopes to participate in the LA County Charter SELPA or El Dorado County SELPA. The budget is based upon the rates with the LA County Charter SELPA: State AB 602 funding beginning Year 1 at a rate of approximately \$715/ADA, State Mental Health funding at rate of \$64.56/ADA, and IDEA (Individuals with Disabilities Education Act) Federal funding beginning Year 2 at a rate of approximately \$950 per special education student in the prior year. In Year 1, AB 602 funding is estimated to be \$122,265.

In Year 1, Mayacamas Charter Middle School will pay the SELPA approximately \$10,784 in fees.

Nutrition Program

Mayacamas Charter Middle School will offer breakfast and lunch. The budget assumes the food vendor will charge \$2.15 per breakfast ordered and \$3.35 per lunch ordered. The budget calculates total expense using estimated vendor rates, the numbers of students who qualify for free, reduced-priced or paid meals, and the

number of students estimated to participate in the meal programs. The budget also includes ordering contingencies of 10%. Based on current assumptions, meal expense will total \$125K in Year 1.

Meal Revenue (Child Nutrition Program – Federal & State), calculated using 21/22 reimbursement rates, estimated student participation rates, and Food Service Sales are estimated to total \$122K.

Facilities

Mayacamas Charter Middle School will pay \$220,140 of rent in Year 1, based on a potential private facility. The rent costs are offset by \$140,339 in SB 740 (Charter Facility Grant) funding. SB 740 reimburses charter schools for rent at the lower of 75% of rent or \$1,241 per ADA. Based on the over-subscription for this funding program, the budget assumes only 85% of this funding in Year 1 and beyond. (Charter schools must serve 55% or more low-income students to qualify out right, or be located in the attendance area of a public elementary school that serves 55% or more.)

Facility rent includes utilities expenses, and the budget also includes \$4,800 for vendor repairs in Year 1.

Federal Title Programs

The Year 1 for Title I and II funds estimate is approximately \$67K but the actual funding could be somewhat higher or lower due to statewide factors that govern the funding formulas. Schools that complete a Consolidated Application in their first year and have a Local Education Agency (LEA) plan approved by the State Board of Education by March of their first year, are eligible for Title funding.

Supplies and Operating Services

Key expenses in Year 1 for 180 students, not already described include:

- Textbooks/Core Materials - \$36,000 (\$200/student)
- Other Books (novels, library, teacher resources) - \$50/student (\$9,000 total)
- Student Materials (consumables = \$25/student; BrainPop = \$1,800; StudySync = \$1,000; Assessments = \$10/student; New Tech Network curriculum including LMS = \$25,000 -- \$34,100 total)
- Office Supplies - \$50/student (\$9,000 total)
- Custodial Supplies - \$40/student (\$7,200 total)
- PE & Sports Equipment - \$30/student (\$5,400 total)
- Other Supplies - \$50/student (\$9,000 total)
- Computer Equipment (180 student Chromebooks, staff computers, projectors, printers, scanners) - \$59K total
- Furniture (most furniture provided by facility) - \$10,500 total
- Travel & Conferences: \$250/teacher - \$2,250 total
- Dues & Memberships: CCSA - \$1,800; Other - \$2,700 = \$4,500 total
- General Insurance - \$27,000
- Copier Lease (largely provided by facility) - \$400/month, \$4,800 total
- Field Trips - \$5,400 (\$30/student)
- Legal - \$10,000
- Audit - \$5,000 (portion paid in Y1, portion in Y2)
- Student & Staff Advertising and Recruitment - \$10,000

- Substitute Teachers - \$11,178
- Special Education Services - \$41,000 (occupational, physical, speech therapies, psychologist, screenings, etc)
- Professional Development - \$5,000
- All Other Consultants - \$76,000
 - Technology - \$10,000
 - ExED Back-Office services - \$66K
- Non-Instructional Software & Subscriptions - \$15,600
 - SIS –\$12,000
 - Other - \$3,600
- District Oversight Fees - \$16,441 (1% of LCFF)
- Other Fees (\$9K total)
 - Payroll fees - \$4,847
 - Fingerprinting - \$1,175
 - Other fees - \$2,700
- Office Phone - \$1,800
- Mobile Phones - \$3,240
- Internet - \$10,800
- Website - \$900
- Postage & Shipping - \$4,200

Start-Up Funding

Mayacamas Charter Middle School is fortunate to have \$250K in funding from its non-profit organization Napa Foundation for Options in Education that can be used to support start-up and other initial school expenses. The budget includes the following in FY 21/22: two months of early Principal hire, one month of early Operations Manager hire, \$5K of supplies and equipment, \$10K of legal expenses, \$20K of advertising and recruitment, \$50K of facility consultants and tenant improvements, and \$5K of communications – a total of \$114K in expenses. The Foundation/school have applied for and plan to apply for additional funding including the Grasser Foundation for a Chromebooks grant, the PCSGP when the next round is available, and others as they become available, to support other start-up expenses and cash flow.

Financing

In the absence of additional grant/private funding or affordable financing, Mayacamas Charter Middle School will require other financing to close its initial temporary cash flow gap. Private companies such as Charter School Capital will buy charter school “receivables” at a fee of approximately 7% per sale so that schools can bridge that gap during the early years. The budget assumes that Mayacamas Charter Middle School will sell its future receivables four times in Year 1 (total sales of \$490K) and twice in Year 2 (total sales of \$190K). Beginning the winter of Year 2, the school will be able to manage its cash flow on public funding alone. The total fees for this financing are an estimated \$48K (see 7438 – Interest Expense). Mayacamas Charter Middle School will apply for the State Revolving Loan and other funding or financing to help with cash flow, but is able to secure receivables financing as a last resort.

Future Years

Most expenses described above grow with enrollment and/or COLA in future years, while some such as textbooks, equipment or other one-time (start-up expenses) are incurred for new students and staff only.



222 SW Columbia, Ste 1750
Portland, OR 07201
(877) 272-1001
www.charterschoolcapital.org

September 14, 2021

VIA EMAIL

Jolene Yee, Co-President
Napa Foundation for Options in Education
1370 Trancas St #180
Napa, 94558

Re: Qualification for Funding – Napa Foundation for Options in Education

Ladies and Gentlemen:

Please be advised that Napa Foundation for Options in Education has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information contained in its application and other documents submitted to CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of \$492,000.

Funding for Napa Foundation for Options in Education is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of California, including the State Board of Education;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit public benefit corporation in good standing with the California Secretary of State;
5. A "Good Standing Certification" being executed by the school's Authorizer upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
6. Being in compliance with its charter and California laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

Ryan Eldridge

Ryan Eldridge
Client Services Representative
(971) 269-6602

Mayacamas Charter Middle School

Appendix H

Letters of Support

Napa Valley Unified School District

Superintendent Rosanna Mucetti

Board of Trustees

2425 Jefferon Street

Napa, CA 94558

Dear Dr.Mucetti and the NVUSD Board of Trustees,

I am a local business owner expressing support for the approval of Mayacamas Charter Middle School! My business, The Arrangement Hair Salon, is located diagonally across Main Street from St. John's School...the hoped-for location for this middle school.

I am excited to hear the sounds of kids in school...the laughter, questions, pure joy of being at a wonderful learning environment together...once again!

I wholeheartedly support the concept of charter schools, their innovative teaching, and feel that families and the whole community benefit from such schools...the alternative choice of a smaller, student-centered middle school for students who would benefit from such a choice!

I believe that MCMS would be enriching for our whole Napa community, but especially for the neighborhood surrounding St. John's school! Please deliberate carefully about this charter middle school...Napa needs it!

Sincerely,

Terry Brown Terry Brown

Alexandria Brown
Alexandria Brown

Alycia Brown
Alycia Brown

Miryam Chae



961 Capitola Dr
707.260.5361
mimichae@gmail.com

September 9, 2021

Napa Valley Unified School District
Superintendent Rosanna Mucetti
Board of Trustees
2425 Jefferson St
Napa CA 94558

Dear Superintendent & Board of Trustees,

I'm writing to express my full support for the approval of the charter application for Mayacamas Charter Middle School with a target opening date of August 17, 2022. I believe the program curriculum that has been outlined is what is greatly needed for our children and our community.

Parents in our community need educational options for their children. As the parent of a bi-racial child, I appreciate the goal to establish a school that truly represents the diversity that exists in our community. Couple this with a foundation in socio-emotional learning, and I see a clear success path for these kids to grow into the future leaders and business partners.

I'm most excited knowing our children will not only have an Individualized Learning Plan but that curriculum will be project-based which teaches responsibility and respect for deadlines and teamwork.

I want a school that knows the importance of my child's well-being. Education is crucial but so is their mental health. I feel Mayacamas Charter Middle School curriculum is dedicated to teaching our children how to learn and grow in a safe environment. Our children are already under a lot of pressure and school should not be a stressor. I'm grateful for the opportunity to see this school come to fruition and for my daughter to be a part of this program.

Sincerely,

Miryam Chae





AWAKENING WISDOM

Empower students Create Community Free minds

Napa Valley Unified School District
Board of Trustees
Superintendent Rosanna Mucetti
2425 Jefferson Street
Napa, CA 94558

Dear Board of Trustees and Dr. Mucetti,

In full support of the Mayacamas Charter Middle School's application for approval to open next fall, 2022, I submit this letter for your consideration as you deliberate on the worthiness of this application.

I submit letters of support or recommendation when I am confident about the intentions and expertise of an organization to nurture the wellbeing of students to be their best selves.

Having reviewed their charter petition and spoken with one of the current chartering Board of Directors, I can see that they have done their homework to create a school where students will thrive.

Having been an educator for nearly 50 years refining a school culture approach to social emotional wellbeing, the foundation for students thriving academically, I see that Mayacamas Charter School has the elements that research¹ has shown to develop healthy, successful middle schoolers. The middle school years are critical as emerging adolescents begin to define who they are in ways that will affect their high school years and beyond.

As a teacher and principal, I have personally seen the results of this approach of creating a thriving culture in my two children and in the many, many students throughout my career in Hawaii and at River School in Napa. Mayacamas Charter School's essential elements create a student-centered school where students and their unique strengths are cultivated, and their unique needs are supported.

Mayacamas provides an option for students who don't quite fit the average mold and who have suffered from traditional settings. With rising rates of depression and suicide, it is critical to provide these alternative settings where students can be their unique selves and flourish.

My hope is that you will seriously consider this application in your deliberations.

Sincerely,

A handwritten signature in black ink that reads "Linda Inlay".

Linda Inlay
Executive Director,
Ho'ala Foundation for Education dba Awakening Wisdom

¹ <https://www.pbs.org/newshour/education/what-science-tells-us-about-improving-middle-school>

Mary Luross
1138 Pennyroyal St
Napa, CA 94559
Mary@MaryLuross.com

8th September 2021

Napa Valley Unified School District
Superintendent Rosanna Mucetti
Board of Trustees
2425 Jefferson Street
Napa, CA 94558

Dear Board of Trustees and Dr. Mucetti:

I would like to strongly express my support for NVUSD's approval of the Mayacamas Charter Middle School petition. As a private citizen and as a parent of young children, I am deeply invested in the well-being of the Napa community and in the quality of education that we offer to all students in Napa. It is of utmost importance to me as a parent and as an active member of this community that all Napa families have access to the best education possible; this must include schools that offer a diversity of programming and curriculum to fit our incredibly diverse student population.

As we continue to face ongoing global and local crises, it's all the more important that we support a curriculum that embraces the importance of social-emotional learning and the type of child-centered programming that the Mayacamas Charter Middle School Board of Directors have clearly expressed in the comprehensive petition. What's more, a small middle school option is vital to some students who may become easily overwhelmed by a larger school; this option serves as an excellent complement to the other middle schools in the District. I believe strongly that NVUSD and this innovative charter school can work together to continue our tradition of cooperation in education that the District and families have embraced over decades.

Thank you for your service to our families, and I strongly encourage you to approve the petition to create the Mayacamas Charter Middle School.

Sincerely,



Mary Luross

Charles W. Meibeyer
PO Box 606
Saint Helena, CA 94574

September 13, 2021

Napa Valley Unified School District
Board of Trustees
Superintendent Rosanna Mucetti
2425 Jefferson Street
Napa, CA. 94558

Re: Charter Application for Mayacamas Charter Middle School

Board Members and
Superintendent Mucetti

I am writing in support of the Napa Foundation for Options in Education's petition for a charter allowing the formation of the Mayacamas Charter Middle School. I support the petition because it is clear to me that there is a strong need within the community for the implementation of a smaller middle school that offers the educational and social learning proposed under this petition. As a former Napa Valley Unified School District Trustee, I believe this proposal is consistent with the District's historical approach to providing alternative educational opportunities when the need has been established within the educational community.

During my service on the Board from 1992 to 1996 I was directly involved in the formation of three new educational alternatives – the American Canyon Middle School, the New Tech High School, and the River School. The pressing need for those schools was made clear to the Board, and the District responded favorably.

The American Canyon Middle School was established to address the adverse impacts on American Canyon students who were subjected to lengthy bus rides to distant schools in the City of Napa. As importantly, the formation of the American Canyon Middle School was essential to support the community of American Canyon and the growing student population in that area.

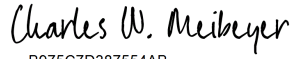
The Board of Trustees was asked to provide additional educational opportunities when forty different technology companies approached NVUSD to register their concern that students graduating from Napa's high schools were not properly trained to work in the technology sector. While the Board considered the implementation of expanded technology education within the existing high schools, the task force evaluating the training needs

determined that a small school setting in a new facility focused wholly on technology would be a far superior method to provide that training. The wisdom of that decision was confirmed when the Bill and Melinda Gates Foundation made a substantial donation to allow New Tech's vision to be replicated in other school settings throughout the United States. The fact that the new charter school will work with the non-profit corporation that was developed out of that New Tech vision offers an exciting opportunity for NVUSD students, who will now have an opportunity to experience a complete K-12 project-based learning pathway.

Finally, the River School was granted a charter to allow that school to provide alternative educational opportunities not otherwise available when the demand for that educational focus was established through the commitment of staff and parents of that community. The River School survived and thrived for more than 25 years and continued to be more in demand as was reflected by the growth of its enrollment, and the waiting list for admission.

The need for these types of educational alternatives at the middle school level continues to be of great importance to students and parents looking for alternatives to the existing large middle schools, or the dual-immersion program contemplated for the existing River School site. The Napa Foundation for Options in Education has identified a school site that can be operated much more efficiently than the soon to be closed Harvest Middle School facility. Given the demand for this educational alternative, and the viability of that operation, I urge the Board to approve this charter petition.

Very truly yours,

DocuSigned by:

B975C7D387554AB...

Charles W. Meibeyer
Former NVUSD Trustee

September 8, 2021

Napa Valley Unified School District
Board of Trustees
Superintendent Rosanna Mucetti
2425 Jefferson Street
Napa, CA. 94558

RE: Mayacamas Charter Middle School

I am writing to express my support for the establishment of the Mayacamas Charter Middle School. I have the honor of serving the City of Napa as the District 2 City Councilmember. However, I am submitting this letter of support as an individual, not as a representation of the position of the Napa City Council.

My husband and I raised our two children in Napa and they attended NVUSD (District) schools at the elementary, middle and high school levels. I have the greatest respect for the District and am grateful for the education our children received. However, our community is under increasing strain at so many levels. The cost of housing, COVID, stress in our healthcare systems, evacuations and power shut offs due to wildfire, drought, lack of broadband access and so much more. I am well aware of the challenges that the District continues to face.

Now more than ever, we need to support our Napa families and ensure that students have access to the best education possible. For me, this includes options. The Mayacamas Charter Middle School Board of Directors have prepared a comprehensive and forward thinking model to provide another option for our students. Their model is comprised of multiple components, all with proven track records. It will not only co-exist with the District, it will enhance it.

I appreciate your continued leadership for the families and students of the Napa Valley and strongly encourage you to approve the request to create the Mayacamas Charter Middle School.

Sincerely,

A handwritten signature in cursive script that reads "Beth Painter". The signature is written in black ink and is positioned above a horizontal line.

Beth Painter
10 Canopy Lane
Napa, CA. 94558

September 5, 2021

Napa Valley Unified School District
Board of Trustees and Superintendent Rosanna Mucetti
2425 Jefferson Street
Napa, CA, 94558

I am writing to express my enthusiastic support for the Mayacamas Charter Middle School.

As an experienced educational leader, and a co-founder of the successful and diverse [East Bay Innovation Academy](#) public charter school, I know the depth of expertise and hard work that is needed to create and sustain a strong, high quality and diverse public charter school. The MCMS founders and council of supporters are an impressive group who are well positioned to create an excellent, diverse, and highly engaged school. Further, they will provide a diverse educational option, enabling parents and families to choose a middle school that aligns with their values and learning goals for project-based and individualized learning – which the NVUSD district currently does not provide.

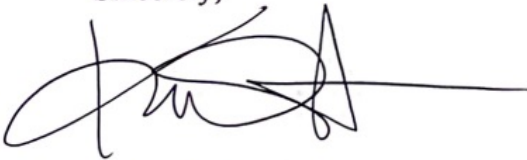
The MCMS design aligns well with both the *science of learning and development* (SoLD, Cantor, Darling Hammond, et al) which reminds us that learning happens in context and a strong developmental school culture (especially for adolescents) requires intentional design for social and emotional skills and support (ie: through consistent advisory relationships, intentional integration of SEL across the curriculum, adult PD, and community building among students and across the wider school community), and *21st century learning goals* which include critical thinking, complex problem solving, and the skills and mindsets needed to be truly life-long self-directed learners (*see graphic at the end of this letter for more detail).

The data tells us clearly that by 2030 fully one third of current jobs will have been replaced by automation/AI. Further, we can see that as AI and machine learning make these jobs obsolete, the skills our young people need to develop to access sustainable careers, are those skills that are

the most human – emotional and relational, innovation, creativity, originality, resilience, problems solving, a mixture of technology design and “soft skills.” These complex skills are best cultivated in smaller schools, where each child is known and can be coached individually over time (ideally 300-400 students), in schools that provide active student-agency (ie: individualized learning) where students are involved in *creating their learning plans* vs just being passive receivers counting seat time, and schools where students learn complex skills like working in diverse teams through project-based learning. The MCMS design is designed to meet all of these important needs.

As a *Napa resident with two children currently in the Napa Valley Unified School District*, I would encourage the Trustees to approve the MCMS – to show they respect parents and understand their job as trustees is to represent *ALL of our community*, to show they believe in the need for more equitable school choice (that not only wealthy parents who can afford private schools deserve to have the autonomy to choose a school that meets their students’ needs). And lastly, as a parent of a New Tech High student, I strongly encourage the trustees to approve MCMS as a way to support a 6-12 feeder pattern in the New Tech model here in Napa, which, after all, was originally created here in Napa!

Sincerely,

A handwritten signature in black ink, appearing to read 'Kimberly Smith', with a long horizontal line extending to the right.





Kimberly Smith

*



Top 10 skills of 2025

Type of skill

-  Problem-solving
-  Self-management
-  Working with people
-  Technology use and development

-  Analytical thinking and innovation
-  Active learning and learning strategies
-  Complex problem-solving
-  Critical thinking and analysis
-  Creativity, originality and initiative
-  Leadership and social influence
-  Technology use, monitoring and control
-  Technology design and programming
-  Resilience, stress tolerance and flexibility
-  Reasoning, problem-solving and ideation

Source: Future of Jobs Report 2020, World Economic Forum

Mary Laura Webb

502.418.4335

laura@webbbrandconsulting.com

September 9, 2020

Dear Dr. Mucetti and Napa Valley Unified School District Board of Trustees,

I am writing express my support for the Mayacamas Charter Middle School. I served for 4 years on the Board of Mentis, Napa's oldest nonprofit, which provides bilingual affordable mental health services to people of every age and income level, and I previously served on the finance committee for Board of the Napa Valley Community Foundation and did strategic planning work for their board. I've also done consulting work for Mentis' Teens Connect program, offering school-based mental health and wellness programs for teens in Napa Valley, served on a charter school board and served in leadership positions for several PTAs. Through these experiences, I am familiar with the needs of Napa Valley's most vulnerable families, and the importance of ensuring that we, as a community, provide critical resources to help *all* families thrive.

As a parent of three school age children, (14, 12, 9), I have seen first-hand the positive impact that a small, high-quality public school can have on children during this pivotal time of adolescent social, emotional and academic growth. When my children have been given the opportunity to learn via hands on experiences through project-based learning, and feel connected to and trust in their teachers thanks to a comprehensive social-emotional learning program, they have been more excited and curious about and engaged in learning.

With limited public middle school options in Napa County, there is a tremendous opportunity and need for an alternative public school choice that is available to all socio-economic levels, race/ethnicities and diverse types of learners, and employs dynamic, research-based teaching approaches. I strongly believe that Mayacamas Charter Middle School's plan to employ differentiated instructional and behavioral/psycho-social strategies in a smaller school setting is exactly what our community of young adults need.

I love Napa County and am proud to be a member of our unique community. I want the diverse children in our community to have options to grow and learn in the ways that fit their individual needs while building sense of self and expanding their horizons on how they see the world, learn and give back to their communities as adults. I strongly believe Mayacamas Charter Middle School will provide an important option our community of families and students need.

Sincerely,



Laura Webb

ASSURANCES, AFFIRMATIONS AND DECLARATIONS

As authorized lead petitioners, we, Jolene Yee and Lauren Daley, hereby certify that the information submitted in this petition for approval of the California public charter school named Mayacamas Charter Middle School (Mayacamas, MCMS or the Charter School), located within the boundaries of the Napa Valley Unified School District (NVUSD or District), is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if the charter is granted, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, and shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (Ed. Code § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate on the basis of the characteristics listed in Education Code section 220 (*e.g.*, 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 Penal Code section 422.55, including immigration status, or association with an individual who has one or more of such actual or perceived characteristics). (Ed. Code § 47605(e)(1).)
- Admit all students who wish to attend the Charter School, and who submit a timely application; If the Charter School receives a greater number of applications for the spaces available for students, each application will be given equal chance of admission through a public random drawing process; provided that any pupil who resides in the Napa Valley Unified School District shall be entitled to preference in admission and such other preferences as set forth in Element VIII below. Except described above, and as required by law, 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. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School. (Ed. Code § 47605(e)(2)(A)-(C).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the Superintendent of the District of the pupil's last known address within 30 days, and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the Charter School's educational programs. (Ed. Code § 47605 (d)(2).)
- 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. (Ed. Code § 47605(n).)

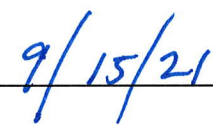
- Be deemed the exclusive public school employer of the employees who work at the Charter School for purposes of the Educational Employment Relations Act. (Ed. Code § 47605(b)(6).)
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. (Title 5 California Code of Regulations § 11967.5.1(f)(5)(C).)
- Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. (Ed. Code § 47605(l) and 47605.4(a).)
- At all times maintain all necessary and appropriate insurance coverage.
- 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).
- Meet or exceed the legally required minimum of school days. (Title 5 California Code of Regulations § 11960.)
- Shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section § 47605.6(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. (Ed. Code § 47605.6(e)(4)(C).)
- Shall comply with Education Code section 47605.6(e)(4)(D) by posting the appropriate notice on the Charter School’s website and providing a copy to a parent or guardian as required. (Ed. Code § 47605.6(e)(4)(D).)
- Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection as required by law. (Ed. Code § 47612.5(a).)
- Comply with any jurisdictional limitations to locations of its facilities. (Ed. Code § 47605-47605.1.)
- Comply with all laws establishing the minimum and maximum age for public school enrollment. (Ed. Code § 47612(b), 47610.)

- Comply with all applicable portions of the Every Student Succeeds Act.
- Comply with the Gun-Free Schools Act.
- Comply with Education Code section 47604.1, as added by Senate Bill 126 (2019), and be subject to the Ralph M. Brown Act (Brown Act), the California Public Records Act, the Political Reform Act of 1974, and Government Code section 1090 et seq., as they may be amended from time to time.
- Comply with the Family Educational Rights and Privacy Act (FERPA).


Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.



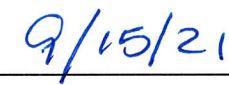
Jolene Yee, Esq.



Date



Lauren Dafey



Date

Lead Petitioners and Co-Presidents,
Board of Directors,
Napa Foundation for Options in Education



EXHIBIT 2A

MCMS Budget as Submitted to NVUSD in Excel Format

The budget in Excel format can be found in the electronic submission of the appeal packet.

MAYACAMAS CHARTER MIDDLE SCHOOL

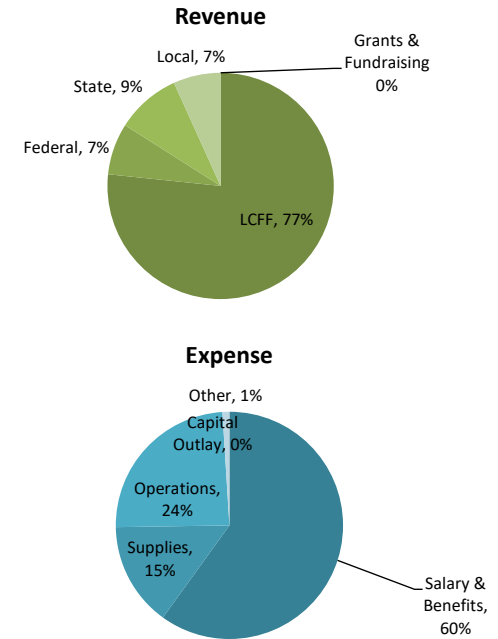
Multi-Year Budget Summary

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	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
Total Enrollment		180	232	284	336	336
ADA		171.00	220.40	269.80	319.20	319.20
% Free and Reduced		60%	60%	60%	60%	60%
% English Language Learners		20%	20%	20%	20%	20%
% Unduplicated Low Income, EL, Foster Youth		60%	60%	60%	60%	60%
INCOME						
8011-8098 · Local Control Funding Formula Sources	-	1,644,135	2,175,388	2,764,075	3,341,947	3,409,163
8100-8299 · Federal Revenue	-	157,890	200,508	231,574	262,639	267,332
8300-8599 · Other State Revenue	-	197,972	238,707	280,580	326,076	333,524
8600-8799 · Other Local Revenue	-	145,075	187,279	229,619	272,096	272,535
Grants/Fundraising	250,000	-	-	-	-	-
8999 · Other Prior Year Adjustment	-	-	-	-	-	-
TOTAL INCOME	250,000	2,145,072	2,801,882	3,505,847	4,202,758	4,282,555
EXPENSE						
1000 · Certificated Salaries	18,333	858,000	1,039,462	1,475,381	1,773,748	1,915,087
2000 · Classified Salaries	5,417	152,535	212,166	282,286	358,645	392,394
3000 · Employee Benefits	-	223,885	282,140	386,106	465,584	506,909
4000 · Supplies	5,000	304,653	281,482	330,677	380,806	365,126
5000 · Operating Services	85,000	499,555	636,784	716,459	876,542	875,704
6000 · Capital Outlay	-	-	-	-	-	-
7000 · Other Outgo	-	20,300	27,285	-	-	-
TOTAL EXPENSE	113,750	2,058,928	2,479,320	3,190,909	3,855,325	4,055,220
NET INCOME	136,250	86,144	322,561	314,938	347,434	227,335
Ending Cash Balance	136,250	103,828	122,188	314,373	550,903	845,517
Ending Debt Balance		-	-	-	-	-

Per Pupil Revenue	11,917	12,077	12,345	12,508	12,746
Per Pupil Revenue without Grants/Fundraising	11,917	12,077	12,345	12,508	12,746
Per Pupil Expense	11,438	10,687	11,236	11,474	12,069

2022-23 Revenue and Expense By Category



MAYACAMAS CHARTER MIDDLE SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4	2022-23 Percent of Budget
	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	
Enrollment	-	180	232	284	336	336	
ADA	-	171.00	220.40	269.80	319.20	319.20	
ADA %		95%	95%	95%	95%	95%	95%
UPP		60%	60%	60%	60%	60%	60%
Income							
8011-8098 · Local Control Funding Formula Sources							
8011 Local Control Funding Formula	-	532,560	742,691	1,010,256	1,267,007	1,334,223	25%
8012 Education Protection Account	-	34,200	44,080	53,960	63,840	63,840	2%
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	0%
8096 In Lieu of Property Taxes	-	1,077,375	1,388,617	1,699,859	2,011,100	2,011,100	50%
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	0%
Total 8011-8098 · Local Control Funding Formula Sources	-	1,644,135	2,175,388	2,764,075	3,341,947	3,409,163	77%
8100-8299 · Federal Revenue							0%
8181 Special Education - Federal (IDEA)	-	-	16,245	20,938	25,631	30,324	0%
8221 Child Nutrition - Federal	-	91,290	117,663	144,036	170,408	170,408	4%
8223 CACFP Supper	-	-	-	-	-	-	0%
8291 Title I	-	63,000	63,000	63,000	63,000	63,000	3%
8292 Title II	-	3,600	3,600	3,600	3,600	3,600	0%
8294 Title III	-	-	-	-	-	-	0%
8295 Title IV, SSAE	-	-	-	-	-	-	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%
8299 All Other Federal Revenue	-	-	-	-	-	-	0%
Total 8100-8299 · Other Federal Income	-	157,890	200,508	231,574	262,639	267,332	7%
8300-8599 · Other State Revenue							
8520 Child Nutrition - State	-	7,605	9,802	11,999	14,196	14,196	0%
8550 Mandate Block Grant	-	-	3,034	4,050	5,056	6,102	0%
8560 Lottery Revenue	-	38,988	50,251	61,514	72,778	72,778	2%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%
8591 SB740	-	140,339	161,390	185,599	213,438	219,842	7%
8592 State Mental Health	-	11,040	14,229	17,418	20,608	20,608	1%
8593 After School Education & Safety	-	-	-	-	-	-	0%
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%
8599 State Revenue - Other	-	-	-	-	-	-	0%
Total 8300-8599 · Other State Income	-	197,972	238,707	280,580	326,076	333,524	9%
8600-8799 · Other Local Revenue							
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%
8634 Food Service Sales	-	22,810	29,693	36,712	43,868	44,307	1%
8692 Grants	-	-	-	-	-	-	0%
8694 In Kind Donations	-	-	-	-	-	-	0%
8695 Contributions & Events	250,000	-	-	-	-	-	0%
8696 Other Fundraising	-	-	-	-	-	-	0%
8697 E-Rate	-	-	-	-	-	-	0%
8698 SELPA Grants	-	-	-	-	-	-	0%
8699 All Other Local Revenue	-	-	-	-	-	-	0%
8792 Transfers of Apportionments - Special Education	-	122,265	157,586	192,907	228,228	228,228	6%
Total 8600-8799 · Other Income-Local	250,000	145,075	187,279	229,619	272,096	272,535	7%
TOTAL INCOME	250,000	2,145,072	2,801,882	3,505,847	4,202,758	4,282,555	100%
Expense							
1000 · Certificated Salaries							
1110 Teachers' Salaries	-	655,000	824,650	1,239,390	1,521,571	1,652,218	32%
1120 Teachers' Hourly	-	-	-	-	-	-	0%
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	0%
1175 Teachers' Salaries - Stipend/Extra Duty	-	25,000	31,472	47,151	57,672	62,528	1%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%
1213 Certificated Pupil Support - Guidance & Counseling	-	68,000	70,040	72,141	74,305	76,535	3%
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	0%
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%
1300 Certificated Supervisors' & Administrators' Salaries	18,333	110,000	113,300	116,699	120,200	123,806	5%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%
Total 1000 · Certificated Salaries	18,333	858,000	1,039,462	1,475,381	1,773,748	1,915,087	42%
2000 · Classified Salaries							
2111 Instructional Aide & Other Salaries	-	19,855	40,306	82,270	128,628	155,477	1%
2121 After School Staff Salaries	-	-	-	-	-	-	0%
2131 Classified Teacher Salaries	-	-	-	-	-	-	0%
2200 Classified Support Salaries	-	33,120	69,314	94,393	97,225	100,142	2%
2300 Classified Supervisors' & Administrators' Salaries	5,417	65,000	66,950	68,959	71,027	73,158	3%
2400 Classified Office Staff Salaries	-	34,560	35,597	36,665	61,765	63,618	2%

MAYACAMAS CHARTER MIDDLE SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4	2022-23 Percent of Budget
	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	
2900 Other Classified Salaries	-	-	-	-	-	-	0%
Total 2000 - Classified Salaries	5,417	152,535	212,166	282,286	358,645	392,394	7%
3000 - Employee Benefits							
3111 STRS - State Teachers Retirement System	-	-	-	-	-	-	0%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%
3311 OASDI - Social Security	-	62,653	77,601	108,975	132,208	143,064	3%
3331 MED - Medicare	-	14,653	18,149	25,486	30,920	33,458	1%
3401 H&W - Health & Welfare	-	91,000	116,550	157,378	186,246	202,559	4%
3501 SUI - State Unemployment Insurance	-	5,053	6,258	3,515	4,265	4,615	0%
3601 Workers' Compensation Insurance	-	20,211	26,034	38,022	47,973	53,989	1%
3751 OPEB, Active Employees	-	-	-	-	-	-	0%
3901 Other Retirement Benefits	-	30,316	37,549	52,730	63,972	69,224	1%
3902 Other Benefits	-	-	-	-	-	-	0%
Total 3000 - Employee Benefits	-	223,885	282,140	386,106	465,584	506,909	11%
4000 - Supplies							
4111 Core Curricula Materials	-	36,000	10,400	10,400	10,400	5,200	2%
4211 Books & Other Reference Materials	-	9,000	11,600	14,200	16,800	16,800	0%
4311 Student Materials	-	34,100	37,081	30,232	33,562	34,119	2%
4351 Office Supplies	-	9,000	11,600	14,200	16,800	16,800	0%
4371 Custodial Supplies	-	7,200	9,280	11,360	13,440	13,440	0%
4390 Other Supplies	5,000	14,400	18,560	22,720	26,880	26,880	1%
4411 Non Capitalized Equipment	-	69,500	19,650	25,650	21,650	8,200	3%
4711 Nutrition Program Food & Supplies	-	125,453	163,312	201,915	241,274	243,687	6%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%
Total 4000 - Supplies	5,000	304,653	281,482	330,677	380,806	365,126	15%
5000 - Operating Services							
5211 Travel & Conferences	-	2,250	2,750	4,000	4,750	5,000	0%
5311 Dues & Memberships	-	4,500	5,974	7,532	9,179	9,454	0%
5451 General Insurance	-	27,000	35,844	45,194	55,073	56,726	1%
5511 Utilities	-	-	-	-	-	-	0%
5521 Security Services	-	-	-	-	-	-	0%
5531 Housekeeping Services	-	-	-	-	-	-	0%
5599 Other Facility Operations & Utilities	-	-	-	-	-	-	0%
5611 School Rent - Private Facility	-	220,140	253,161	291,135	334,805	344,850	11%
5613 School Rent - Prop 39	-	-	-	-	-	-	0%
5619 Other Facility Rentals	-	-	-	-	-	-	0%
5621 Equipment Lease	-	4,800	5,735	6,508	7,931	8,168	0%
5631 Vendor Repairs	-	4,800	6,372	8,035	9,791	10,085	0%
5812 Field Trips & Pupil Transportation	-	5,400	7,169	18,078	22,029	22,690	0%
5821 Legal	10,000	10,000	13,276	16,739	20,398	21,009	0%
5823 Audit	-	5,000	10,300	10,609	10,927	11,255	0%
5831 Advertisement & Recruitment	20,000	10,000	10,300	10,609	10,927	11,255	0%
5841 Contracted Substitute Teachers	-	11,178	14,839	18,710	22,800	23,484	1%
5842 Special Education Services	-	41,000	86,500	50,083	95,065	70,037	2%
5843 Non Public School	-	-	-	-	-	-	0%
5844 After School Services	-	-	-	-	-	-	0%
5849 Other Student Instructional Services	-	-	-	-	-	-	0%
5852 PD Consultants & Tuition	-	5,000	6,638	8,369	10,199	10,505	0%
5854 Nursing & Medical (Non-IEP)	-	-	-	-	-	-	0%
5859 All Other Consultants & Services	50,000	76,000	93,664	114,899	136,240	142,644	4%
5861 Non Instructional Software	-	15,600	12,779	16,113	19,635	20,224	1%
5865 Fundraising Cost	-	-	-	-	-	-	0%
5871 District Oversight Fees	-	16,441	21,754	27,641	33,419	34,092	1%
5872 Special Education Fees (SELPA)	-	10,784	14,305	17,538	20,770	20,888	1%
5881 Intra-Agency Fees	-	-	-	-	-	-	0%
5895 Bad Debt Expense	-	-	-	-	-	-	0%
5899 All Other Expenses	-	8,722	10,238	14,013	16,331	16,523	0%
5911 Office Phone	-	1,800	1,854	1,910	1,967	2,026	0%
5913 Mobile Phone	-	3,240	4,301	5,423	6,609	6,807	0%
5921 Internet	-	10,800	12,528	15,336	18,144	18,144	1%
5923 Website Hosting	-	900	927	955	983	1,013	0%
5931 Postage & Shipping	-	4,200	5,576	7,030	8,567	8,824	0%
5999 Other Communications	5,000	-	-	-	-	-	0%
Total 5000 - Operating Services	85,000	499,555	636,784	716,459	876,542	875,704	24%
6000 - Capital Outlay							
6901 Depreciation Expense	-	-	-	-	-	-	0%
6903 Amortization Expense	-	-	-	-	-	-	0%

MAYACAMAS CHARTER MIDDLE SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4	2022-23 Percent of Budget
	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	
6999 Capital Outlay	-	-	-	-	-	-	0%
Total 6000 - Capital Outlay	-	-	-	-	-	-	0%
7000 - Other Outgo							
7438 Interest Expense	-	\$20,300	\$27,285	-	-	-	1%
Total 7000 - Other Outgo	-	20,300	27,285	-	-	-	1%
TOTAL EXPENSE	113,750	2,058,928	2,479,320	3,190,909	3,855,325	4,055,220	100%
NET INCOME	136,250	86,144	322,561	314,938	347,434	227,335	
Beginning Cash Balance	-	136,250	103,828	122,188	314,373	550,903	
Cash Flow from Operating Activities							
Net Income	136,250	86,144	322,561	314,938	347,434	227,335	
Change in Accounts Receivable							
Prior Year Accounts Receivable	-	-	376,144	493,436	625,163	746,789	
Current Year Accounts Receivable	-	(376,144)	(493,436)	(625,163)	(746,789)	(690,341)	
Change in Due from	-	-	-	-	-	-	
Change in Accounts Payable	-	56,251	12,883	8,974	10,723	10,831	
Change in Due to	-	1,535	-	-	-	-	
Change in Accrued Vacation	-	-	-	-	-	-	
Change in Payroll Liabilities	-	-	-	-	-	-	
Change in Prepaid Expenditures	-	-	-	-	-	-	
Change in Deposits	-	-	-	-	-	-	
Change in Deferred Revenue	-	-	-	-	-	-	
Depreciation Expense	-	-	-	-	-	-	
Cash Flow from Investing Activities							
Capital Expenditures	-	-	-	-	-	-	
Cash Flow from Financing Activities							
Source - Sale of Receivables	-	489,792	190,000	-	-	-	
Use - Sale of Receivables	-	(290,000)	(389,792)	-	-	-	
Source - Loans	-	-	-	-	-	-	
Use - Loans	-	-	-	-	-	-	
Ending Cash Balance	136,250	103,828	122,188	314,373	550,903	845,517	

Start-Up Budget
MAYACAMAS CHARTER MIDDLE SCHOOL

STAFFING - EARLY HIRE		
	POSITION	START-UP
1300	HEAD OF SCHOOL	18,333
	TOTAL	18,333
2300	OPERATIONS MANAGER	5,417
		-
	TOTAL	5,417
	TOTAL EARLY HIRE	23,750
OTHER EXPENSES		
4000	Supplies & Equipment	5,000
5821	Legal	10,000
5830	Advertising & Recruitment	20,000
5850	Facility Consultants & TI	50,000
5900	Communications (postage, website, cell phone)	5,000
	TOTAL START-UP EXPENSES	113,750

	2022-23 Trend	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	FORECAST Jul-22 - Jun-23	Budget Variance Better / (Worse) % Better / (Worse)	
8 - State Apportionment Schedule, FY 20-21 Version, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	9%	4%	4%	4%	80%			
6 - District Apportionment Schedule, New School, Paid on Time		0%	0%	26%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0			
# of School Days in Month		0	10	18	18	16	20	19	18	18	15	20	8		180		
Enrollment	180														180		
Unduplicated Pupil Percentage	60%														60%		
ADA	171.00														171.00		
Income																	
8011-8098 - Local Control Funding Formula Sources																	
8011 Local Control Funding Formula	532,560	-	-	-	197,047	-	-	95,861	-	22,527	8,627	8,627	8,627	191,242	532,560		
8012 Education Protection Account	34,200	-	-	-	8,550	-	-	8,550	-	-	8,550	-	-	8,550	34,200		
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8096 In Lieu of Property Taxes	1,077,375	-	-	280,118	86,190	86,190	86,190	86,190	150,833	75,416	75,416	75,416	75,416	-	1,077,375		
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8011-8098 - Local Control Funding Formula Sources	1,644,135	-	-	280,118	291,787	86,190	86,190	190,601	150,833	97,944	92,594	84,044	84,044	199,792	1,644,135		
8100-8299 - Federal Revenue																	
8181 Special Education - Federal (IDEA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8221 Child Nutrition - Federal	91,290	-	-	-	-	5,072	9,129	9,129	8,115	10,143	9,636	9,129	9,129	21,808	91,290		
8223 CACFP - Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8291 Title I	63,000	-	-	-	-	-	-	-	-	-	-	-	-	63,000	63,000		
8292 Title II	3,600	-	-	-	-	-	-	-	-	-	-	-	-	3,600	3,600		
8294 Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8295 Title IV, SSAFE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8299 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8100-8299 - Other Federal Income	157,890	-	-	-	-	5,072	9,129	9,129	8,115	10,143	9,636	9,129	9,129	88,408	157,890		
8300-8599 - Other State Revenue																	
8520 Child Nutrition - State	7,605	-	-	-	-	422	760	760	676	845	803	760	760	1,817	7,605		
8550 Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8560 Lottery Revenue	38,988	-	-	-	-	-	-	-	-	-	-	-	-	38,988	38,988		
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8591 58740	140,339	-	-	-	-	-	-	70,170	-	-	35,085	-	-	35,085	140,339		
8592 State Mental Health	11,040	-	-	-	-	-	-	-	-	-	-	-	-	11,040	11,040		
8593 After School Education & Safety	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8599 State Revenue - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8300-8599 - Other State Income	197,972	-	-	-	-	422	760	70,930	676	845	35,888	760	760	86,929	197,972		
8600-8799 - Other Local Revenue																	
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8634 Food Service Sales	22,810	-	-	1,267	2,281	2,281	2,028	2,534	2,408	2,281	2,281	1,901	2,534	1,014	22,810		
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8660 Interest & Dividend Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8692 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8695 Contributions & Events	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8792 Transfers of Apportionments - Special Education	122,265	-	-	31,789	9,781	9,781	9,781	9,781	17,117	8,559	8,559	8,559	8,559	-	122,265		
Total 8600-8799 - Other Income-Local	145,075	-	-	33,056	12,062	12,062	11,809	12,316	19,525	10,840	10,840	10,459	11,093	1,014	145,075		
Prior Year Adjustments																	
8999 Other Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL INCOME	2,145,072	-	-	313,174	303,849	103,746	107,888	282,976	179,148	119,771	148,957	104,393	105,026	376,144	2,145,072		
Expense																	
1000 - Certificated Salaries																	
1110 Teachers' Salaries	655,000	-	31,190	62,381	62,381	62,381	62,381	62,381	62,381	62,381	62,381	62,381	62,381	-	655,000		
1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1175 Teachers' Salaries - Stipend/Extra Duty	25,000	-	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000		
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1213 Certificated Pupil Support - Guidance & Counseling	68,000	-	6,182	6,182	6,182	6,182	6,182	6,182	6,182	6,182	6,182	6,182	6,182	-	68,000		
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1300 Certificated Supervisors' & Administrators' Salaries	110,000	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	-	110,000		
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 1000 - Certificated Salaries	858,000	9,167	71,539	77,729	77,729	77,729	77,729	77,729	77,729	77,729	77,729	77,729	77,729	-	858,000		
2000 - Classified Salaries																	
2111 Instructional Aide & Other Salaries	19,855	-	1,291	1,986	2,184	1,886	1,291	1,191	1,886	1,886	1,688	2,184	2,383	-	19,855		
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2131 Classified Teacher Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2200 Classified Support Salaries	33,120	1,440	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	-	33,120		
2300 Classified Supervisors' & Administrators' Salaries	65,000	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	-	65,000		
2400 Classified Office Staff Salaries	34,560	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	2,880	-	34,560		
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 2000 - Classified Salaries	152,535	9,737	12,467	13,162	13,361	13,063	12,467	12,368	13,063	12,864	12,864	13,361	13,559	-	152,535		

	2022-23	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	FORECAST	Budget Variance	
	Trend														Jul-22 - Jun-23	Better / (Worse)	% Better / (Worse)
3000 - Employee Benefits																	
3111 STRS - State Teachers Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3213 PARS - Social Security Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	62,653	1,172	5,208	5,635	5,648	5,629	5,592	5,586	5,629	5,629	5,617	5,648	5,660	-	62,653	-	-
3331 MED - Medicare	14,653	2,74	1,218	1,318	1,321	1,316	1,308	1,306	1,316	1,316	1,314	1,321	1,324	-	14,653	-	-
3401 HRW - Health & Welfare	91,000	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	-	91,000	-	-
3501 SUI - State Unemployment Insurance	5,053	95	420	454	455	454	451	450	454	454	454	455	456	-	5,053	-	-
3601 Workers' Compensation Insurance	20,211	5,053	1,684	1,684	1,684	1,684	1,684	1,684	1,684	1,684	1,684	1,684	1,684	-	20,211	-	-
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	30,316	567	2,520	2,727	2,733	2,724	2,706	2,703	2,724	2,724	2,718	2,733	2,739	-	30,316	-	-
3902 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 3000 - Employee Benefits	223,885	14,744	18,634	19,402	19,424	19,391	19,324	19,313	19,391	19,391	19,369	17,740	17,762	-	223,885	-	-
4000 - Supplies																	
4111 Core Curricula Materials	36,000	12,000	12,000	12,000	-	-	-	-	-	-	-	-	-	-	36,000	-	-
4211 Books & Other Reference Materials	9,000	3,000	3,000	3,000	-	-	-	-	-	-	-	-	-	-	9,000	-	-
4311 Student Materials	34,100	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	-	34,100	-	-
4351 Office Supplies	9,000	750	750	750	750	750	750	750	750	750	750	750	750	-	9,000	-	-
4371 Custodial Supplies	7,200	600	600	600	600	600	600	600	600	600	600	600	600	-	7,200	-	-
4390 Other Supplies	14,400	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	14,400	-	-
4411 Non Capitalized Equipment	69,500	17,375	17,375	17,375	17,375	17,375	-	-	-	-	-	-	-	-	69,500	-	-
4711 Nutrition Program Food & Supplies	125,453	-	-	6,970	12,545	12,545	11,151	13,939	13,242	12,545	12,545	10,454	13,939	5,576	125,453	-	-
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 - Supplies	304,653	37,767	37,767	44,736	35,312	17,937	16,543	19,331	18,634	17,937	17,937	15,846	19,331	5,576	304,653	-	-
5000 - Operating Services																	
5211 Travel & Conferences	2,250	-	-	-	250	250	250	250	250	250	250	250	250	-	2,250	-	-
5311 Dues & Memberships	4,500	375	375	375	375	375	375	375	375	375	375	375	375	-	4,500	-	-
5451 General Insurance	27,000	6,750	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	-	-	-	27,000	-	-
5511 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5521 Security Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 Housekeeping Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5599 Other Facility Operations & Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5611 School Rent - Private Facility	220,140	18,345	18,345	18,345	18,345	18,345	18,345	18,345	18,345	18,345	18,345	18,345	18,345	-	220,140	-	-
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5621 Equipment Lease	4,800	436	436	436	436	436	436	436	436	436	436	436	436	-	4,800	-	-
5631 Vendor Repairs	4,800	436	436	436	436	436	436	436	436	436	436	436	436	-	4,800	-	-
5812 Field Trips & Pupil Transportation	5,400	-	-	-	-	-	900	900	900	900	900	900	900	-	5,400	-	-
5821 Legal	10,000	-	-	-	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	-	10,000	-	-
5823 Audit	5,000	-	-	-	556	556	556	556	556	556	556	556	556	-	5,000	-	-
5831 Advertisement & Recruitment	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000	-	-
5841 Contracted Substitute Teachers	11,178	-	-	-	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	-	11,178	-	-
5842 Special Education Services	41,000	-	-	-	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	-	41,000	-	-
5843 Non Public School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5844 After School Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5849 Other Student Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5852 PD Consultants & Tuition	5,000	-	-	-	556	556	556	556	556	556	556	556	556	-	5,000	-	-
5854 Nursing & Medical (Non-IEP)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5859 All Other Consultants & Services	76,000	-	-	-	8,444	8,444	8,444	8,444	8,444	8,444	8,444	8,444	8,444	-	76,000	-	-
5861 Non Instructional Software	15,600	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	-	15,600	-	-
5865 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5871 District Oversight Fees	16,441	-	-	4,275	1,315	1,315	1,315	1,315	2,302	767	767	767	767	1,535	16,441	-	-
5872 Special Education Fees (SELPA)	10,784	-	-	2,804	863	863	863	863	1,510	755	755	755	755	-	10,784	-	-
5881 Intra-Agency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5885 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 All Other Expenses	8,722	793	793	793	793	793	793	793	793	793	793	793	793	-	8,722	-	-
5911 Office Phone	1,800	164	164	164	164	164	164	164	164	164	164	164	164	-	1,800	-	-
5913 Mobile Phone	3,240	295	295	295	295	295	295	295	295	295	295	295	295	-	3,240	-	-
5921 Internet	10,800	982	982	982	982	982	982	982	982	982	982	982	982	-	10,800	-	-
5923 Website Hosting	900	75	75	75	75	75	75	75	75	75	75	75	75	-	900	-	-
5931 Postage & Shipping	4,200	350	350	350	350	350	350	350	350	350	350	350	350	-	4,200	-	-
5999 Other Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 5000 - Operating Services	499,555	26,728	26,752	33,831	45,644	45,644	45,644	46,544	48,178	45,888	45,888	43,638	43,638	1,535	499,555	-	-
6000 - Capital Outlay																	
6901 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6903 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7000 - Other Outgo																	
7438 Interest Expense	20,300	-	-	-	11,550	-	-	5,250	-	-	-	-	3,500	-	20,300	-	-
Total 7000 - Other Outgo	20,300	-	-	-	11,550	-	-	5,250	-	-	-	-	3,500	-	20,300	-	-
TOTAL EXPENSE	2,058,928	98,142	167,159	188,861	203,021	173,765	171,709	180,536	176,995	174,009	173,788	168,315	175,520	7,110	2,058,928	-	-
NET INCOME	86,144	(98,142)	(167,159)	124,313	100,829	(70,018)	(63,820)	102,440	2,153	(54,237)	(24,831)	(63,922)	(70,494)	369,033	86,144	-	-
Operating Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	86,144	-	-
EBITDA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	106,444	-	-
Beginning Cash Balance	136,250	136,250	203,108	35,949	160,262	96,091	101,072	37,252	64,692	116,845	62,607	37,776	173,647	103,828	136,250	-	-
Cash Flow from Operating Activities	86,144	(98,142)	(167,159)	124,313													

MAYACAMAS CHARTER MIDDLE SCHOOL

2022-23 Cash Flow Forecast

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	2022-23													FORECAST	Budget Variance		
	Trend	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	Jul-22 - Jun-23	Better / (Worse)	% Better / (Worse)
Current Year Accounts Receivable	(376,144)													(376,144)	(376,144)		
Change in Due from	-													-	-		
Change in Accounts Payable	56,251	-											50,675	5,576	56,251		
Change in Due to	1,535	-	-	-	-	-	-	-	-	-	-	-	-	1,535	1,535		
Change in Accrued Vacation	-													-	-		
Change in Payroll Liabilities	-													-	-		
Change in Prepaid Expenditures	-													-	-		
Change in Deposits	-													-	-		
Change in Deferred Revenue	-													-	-		
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash Flow from Investing Activities																	
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash Flow from Financing Activities																	
Source - Sale of Receivables	489,792	165,000	-	-	75,000	-	-	50,000	-	-	-	199,792	-	489,792	489,792		
Use - Sale of Receivables	(290,000)	-	-	(165,000)	-	-	(75,000)	-	-	-	-	(50,000)	-	(290,000)	(290,000)		
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash Balance	103,828	203,108	35,949	160,262	96,091	101,072	37,252	64,692	116,845	62,607	37,776	173,647	103,828	103,828			

MAYACAMAS CHARTER MIDDLE SCHOOL

2023-24 Cash Flow Forecast

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	2023-24 Trend	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual	FORECAST Jul-23 - Jun-24	Budget Variance Better / (Worse) % Better / (Worse)	
8 - State Apportionment Schedule, FY 20-21 Version, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	9%	4%	4%	4%	80%			
1 - District Apportionment Schedule, Paid on Time		6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0			
# of School Days in Month		0	10	18	18	16	20	19	18	18	15	20	8		180		
Enrollment	232														232		
Unduplicated Count of Low Income, EL, Foster Youth	139														139		
ADA	220.40														220.4		
Income																	
8011-8098 - Local Control Funding Formula Sources																	
8011 Local Control Funding Formula	742,691	-	28,811	28,811	51,860	51,860	51,860	51,860	51,860	40,022	15,328	15,328	15,328	339,762	742,691		
8012 Education Protection Account	44,080	-	-	-	8,550	-	-	8,550	-	-	15,960	-	-	11,020	44,080		
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8096 In Lieu of Property Taxes	1,388,617	64,643	129,285	86,190	86,190	86,190	86,190	86,190	254,580	127,290	127,290	127,290	127,290	-	1,388,617		
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8011-8098 - Local Control Funding Formula Sources	2,175,388	64,643	158,096	115,001	146,600	138,050	138,050	146,600	306,440	167,312	158,577	142,617	142,617	350,782	2,175,388		
8100-8299 - Federal Revenue																	
8181 Special Education - Federal (IDEA)	16,245	-	-	4,224	1,300	1,300	1,300	1,300	2,274	1,137	1,137	1,137	1,137	-	16,245		
8221 Child Nutrition - Federal	117,663	-	-	-	-	-	11,766	11,766	11,766	11,766	11,766	11,766	11,766	35,299	117,663		
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8291 Title I	63,000	-	-	-	15,750	-	-	15,750	-	-	15,750	-	-	15,750	63,000		
8292 Title II	3,600	-	-	-	-	-	-	900	-	-	900	-	-	1,800	3,600		
8294 Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8295 Title IV, SSAE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8299 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8100-8299 - Other Federal Income	200,508	-	-	4,224	17,050	1,300	13,066	29,716	14,041	12,903	29,553	12,903	12,903	52,849	200,508		
8300-8599 - Other State Revenue																	
8520 Child Nutrition - State	9,802	-	-	-	-	-	980	980	980	980	980	980	980	2,941	9,802		
8550 Mandate Block Grant	3,034	-	-	-	-	-	3,034	-	-	-	-	-	-	3,034	3,034		
8561 State Lottery - Non Prop 20	35,925	-	-	-	-	-	-	8,981	-	-	8,981	-	-	17,963	35,925		
8562 State Lottery - Prop 20	14,326	-	-	-	-	-	-	-	-	-	-	-	-	14,326	14,326		
8560 Lottery Revenue	50,251	-	-	-	-	-	-	8,981	-	-	8,981	-	-	32,289	50,251		
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8591 SB740	161,390	-	-	-	-	-	-	80,695	-	-	40,348	-	-	40,348	161,390		
8592 State Mental Health	14,229	-	-	-	-	-	-	-	-	-	-	-	-	14,229	14,229		
8593 After School Education & Safety	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8599 State Revenue - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8300-8599 - Other State Income	238,707	-	-	-	-	-	4,015	90,657	980	980	50,309	980	980	89,806	238,707		
8600-8799 - Other Local Revenue																	
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8634 Food Service Sales	29,693	-	1,650	2,969	2,969	2,639	3,299	3,134	2,969	2,969	2,474	3,299	1,320	-	29,693		
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8660 Interest & Dividend Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8692 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8695 Contributions & Events	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8792 Transfers of Apportionments - Special Education	157,586	9,455.16	18,910.32	12,606.88	9,781	9,781	9,781	9,781	25,830	12,915	12,915	12,915	12,915	-	157,586		
Total 8600-8799 - Other Income-Local	187,279	9,455	20,560	15,576	12,751	12,421	13,080	12,915	28,799	15,884	15,389	16,214	14,234	-	187,279		
Prior Year Adjustments																	
8999 Other Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL INCOME	2,801,882	74,098	178,656	134,801	176,400	151,771	168,211	279,888	350,260	197,080	253,829	172,715	170,736	493,436	2,801,882		
Expense																	
1000 - Certificated Salaries																	
1110 Teachers' Salaries	824,650	37,484	78,717	78,717	78,717	78,717	78,717	78,717	78,717	78,717	78,717	78,717	78,717	-	824,650		
1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1175 Teachers' Salaries - Stipend/Extra Duty	31,472	31,472	-	-	-	-	-	-	-	-	-	-	-	-	31,472		
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1213 Certificated Pupil Support - Guidance & Counseling	70,040	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	-	70,040		
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1300 Certificated Supervisors' & Administrators' Salaries	113,300	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	-	113,300		
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 1000 - Certificated Salaries	1,039,462	9,442	84,765	94,526	94,526	94,526	94,526	94,526	94,526	94,526	94,526	94,526	94,526	-	1,039,462		

MAYACAMAS CHARTER MIDDLE SCHOOL

2023-24 Cash Flow Forecast

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	2023-24													FORECAST	Budget Variance		
	Trend	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual	Jul-23 - Jun-24	Better / (Worse)	% Better / (Worse)
2000 - Classified Salaries																	
2111 Instructional Aide & Other Salaries	40,306	-	2,239	4,031	4,031	3,583	4,478	4,254	4,031	4,031	3,359	4,478	1,791	-	40,306		
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2131 Classified Teacher Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2200 Classified Support Salaries	69,314	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	5,776	-	69,314		
2300 Classified Supervisors' & Administrators' Salaries	66,950	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	-	66,950		
2400 Classified Office Staff Salaries	35,597	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	-	35,597		
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 2000 - Classified Salaries	212,166	14,322	16,561	18,352	18,352	17,904	18,800	18,576	18,352	18,352	17,681	18,800	16,113	-	212,166		
3000 - Employee Benefits																	
3111 STRS - State Teachers Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3311 OASDI - Social Security	77,601	1,473	6,282	6,998	6,998	6,971	7,026	7,012	6,998	6,998	6,957	7,026	6,860	-	77,601		
3331 MED - Medicare	18,149	345	1,469	1,637	1,637	1,630	1,643	1,640	1,637	1,637	1,627	1,643	1,604	-	18,149		
3401 H&W - Health & Welfare	116,550	9,713	9,713	9,713	9,713	9,713	9,713	9,713	9,713	9,713	9,713	9,713	9,713	-	116,550		
3501 SUI - State Unemployment Insurance	6,258	119	507	564	564	562	567	566	564	564	561	567	553	-	6,258		
3601 Workers' Compensation Insurance	26,034	6,508	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	2,169	-	26,034		
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
3901 Other Retirement Benefits	37,549	713	3,040	3,386	3,386	3,373	3,400	3,393	3,386	3,386	3,366	3,400	3,319	-	37,549		
3902 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 3000 - Employee Benefits	282,140	18,871	23,180	24,468	24,468	24,418	24,518	24,493	24,468	24,468	24,393	22,348	22,049	-	282,140		
4000 - Supplies																	
4111 Core Curricula Materials	10,400	3,467	3,467	3,467	-	-	-	-	-	-	-	-	-	-	10,400		
4211 Books & Other Reference Materials	11,600	3,867	3,867	3,867	-	-	-	-	-	-	-	-	-	-	11,600		
4311 Student Materials	37,081	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	-	37,081		
4351 Office Supplies	11,600	967	967	967	967	967	967	967	967	967	967	967	967	-	11,600		
4371 Custodial Supplies	9,280	773	773	773	773	773	773	773	773	773	773	773	773	-	9,280		
4390 Other Supplies	18,560	4,447	4,447	4,447	580	580	580	580	580	580	580	580	580	-	18,560		
4411 Non Capitalized Equipment	19,650	6,550	6,550	6,550	-	-	-	-	-	-	-	-	-	-	19,650		
4711 Nutrition Program Food & Supplies	163,312	-	-	9,073	16,331	16,331	14,517	18,146	17,238	16,331	16,331	13,609	18,146	7,258	163,312		
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 4000 - Supplies	281,482	23,160	23,160	32,233	21,741	21,741	19,927	23,556	22,649	21,741	21,741	19,019	23,556	7,258	281,482		
5000 - Operating Services																	
5211 Travel & Conferences	2,750	-	-	275	275	275	275	275	275	275	275	275	275	-	2,750		
5311 Dues & Memberships	5,974	498	498	498	498	498	498	498	498	498	498	498	498	-	5,974		
5451 General Insurance	35,844	8,961	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	2,987	-	35,844		
5511 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5619 Other Facility Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5621 Equipment Lease	5,735	478	478	478	478	478	478	478	478	478	478	478	478	-	5,735		
5631 Vendor Repairs	6,372	531	531	531	531	531	531	531	531	531	531	531	531	-	6,372		
5812 Field Trips & Pupil Transportation	7,169	-	-	-	797	797	797	797	797	797	797	797	797	-	7,169		
5821 Legal	13,276	-	-	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	1,328	-	13,276		
5823 Audit	10,300	-	-	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	-	10,300		
5831 Advertisement & Recruitment	10,300	858	858	858	858	858	858	858	858	858	858	858	858	-	10,300		
5841 Contracted Substitute Teachers	14,839	-	-	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	-	14,839		
5842 Special Education Services	86,500	-	-	8,650	8,650	8,650	8,650	8,650	8,650	8,650	8,650	8,650	8,650	-	86,500		
5843 Non Public School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5844 After School Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5849 Other Student Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5852 PD Consultants & Tuition	6,638	-	-	-	738	738	738	738	738	738	738	738	738	-	6,638		
5854 Nursing & Medical (Non-IEP)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5859 All Other Consultants & Services	93,664	-	-	9,366	9,366	9,366	9,366	9,366	9,366	9,366	9,366	9,366	9,366	-	93,664		
5861 Non Instructional Software	12,779	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	-	12,779		
5865 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5871 District Oversight Fees	21,754	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	-	21,754		
5872 Special Education Fees (SELPA)	14,305	858	1,717	1,144	1,144	1,144	1,144	1,144	2,003	1,001	1,001	1,001	1,001	-	14,305		
5881 Intra-Agency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5899 All Other Expenses	10,238	853	853	853	853	853	853	853	853	853	853	853	853	-	10,238		
5911 Office Phone	1,854	155	155	155	155	155	155	155	155	155	155	155	155	-	1,854		
5913 Mobile Phone	4,301	358	358	358	358	358	358	358	358	358	358	358	358	-	4,301		
5921 Internet	12,528	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	1,044	-	12,528		
5923 Website Hosting	927	77	77	77	77	77	77	77	77	77	77	77	77	-	927		
5931 Postage & Shipping	5,576	465	465	465	465	465	465	465	465	465	465	465	465	-	5,576		
5999 Other Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 5000 - Operating Services	636,784	39,111	33,995	54,072	57,255	57,255	57,255	57,255	58,113	57,112	57,112	54,125	54,125	-	636,784		
6000 - Capital Outlay																	
6901 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
6903 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
7000 - Other Outgo																	
7438 Interest Expense	27,285	13,985	-	-	6,300	-	-	7,000	-	-	-	-	-	-	27,285		
Total 7000 - Other Outgo	27,285	13,985	-	-	6,300	-	-	7,000	-	-	-	-	-	-	27,285		
TOTAL EXPENSE	2,479,320	118,890	181,661	223,651	222,642	215,844	215,025	225,405	218,107	216,199							

MAYACAMAS CHARTER MIDDLE SCHOOL

2023-24 Cash Flow Forecast

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	2023-24													FORECAST	Budget Variance		
	Trend	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual	Jul-23 - Jun-24	Better / (Worse)	% Better / (Worse)
NET INCOME	322,561	(44,793)	(3,005)	(88,849)	(46,241)	(64,073)	(46,814)	54,483	132,152	(19,119)	38,377	(36,103)	(39,632)	486,178	322,561		
Operating Income															322,561		
EBITDA															349,847		
Beginning Cash Balance	103,828	103,828	35,690	95,450	157,787	141,040	76,967	30,153	29,636	116,788	97,669	136,047	99,944	122,188	103,828		
Cash Flow from Operating Activities																	
Net Income	322,561	(44,793)	(3,005)	(88,849)	(46,241)	(64,073)	(46,814)	54,483	132,152	(19,119)	38,377	(36,103)	(39,632)	486,178	322,561		
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prior Year Accounts Receivable	376,144	114,573	90,890	151,187	19,494	-	-	-	-	-	-	-	-	-	376,144		
Current Year Accounts Receivable	(493,436)	-	-	-	-	-	-	-	-	-	-	-	-	(493,436)	(493,436)		
Change in Due from	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Payable	12,883	(28,126)	(28,126)	-	-	-	-	45,000	(45,000)	-	-	-	61,876	7,258	12,883		
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Prepaid Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash Flow from Investing Activities																	
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash Flow from Financing Activities																	
Source - Sale of Receivables	190,000	90,000	-	-	100,000	-	-	-	-	-	-	-	-	-	190,000		
Use - Sale of Receivables	(389,792)	(199,792)	-	-	(90,000)	-	-	(100,000)	-	-	-	-	-	-	(389,792)		
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash Balance	122,188	35,690	95,450	157,787	141,040	76,967	30,153	29,636	116,788	97,669	136,047	99,944	122,188	122,188	122,188		

MAYACAMAS CHARTER MIDDLE SCHOOL

2024-25 Cash Flow Forecast

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	2024-25 Trend	2024-25												FORECAST Jul-24 - Jun-25	Budget Variance		
		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25		Accrual	Better / (Worse)	% Better / (Worse)
8 - State Apportionment Schedule, FY 20-21 Version, Paid on a Lag		0%	5%	5%	9%	9%	9%	9%	9%	9%	4%	4%	4%	80%			
1 - District Apportionment Schedule, Paid on Time		6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0			
# of School Days in Month		0	10	18	18	16	20	19	18	18	15	20	8		180		
Enrollment	284														284		
Unduplicated Count of Low Income, EL, Foster Youth	170														170		
ADA	269.80														269.80		
Income																	
8011-8098 - Local Control Funding Formula Sources																	
8011 Local Control Funding Formula	1,010,256	-	41,264	41,264	74,275	74,275	74,275	74,275	74,275	52,297	20,029	20,029	20,029	443,969	1,010,256		
8012 Education Protection Account	53,960	-	-	-	11,020	-	-	11,020	-	-	18,430	-	-	13,490	53,960		
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8096 In Lieu of Property Taxes	1,699,859	83,317	166,634	111,089	111,089	111,089	111,089	111,089	298,154	149,077	149,077	149,077	149,077	-	1,699,859		
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8011-8098 - Local Control Funding Formula Sources	2,764,075	83,317	207,898	152,353	196,385	185,365	185,365	196,385	372,429	201,374	187,535	169,105	169,105	457,459	2,764,075		
8100-8299 - Federal Revenue																	
8181 Special Education - Federal (IDEA)	20,938	-	-	5,444	1,675	1,675	1,675	1,675	2,931	1,466	1,466	1,466	1,466	-	20,938		
8221 Child Nutrition - Federal	144,036	-	-	-	-	-	14,404	14,404	14,404	14,404	14,404	14,404	14,404	43,211	144,036		
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8291 Title I	63,000	-	-	-	15,750	-	-	15,750	-	-	15,750	-	-	15,750	63,000		
8292 Title II	3,600	-	-	-	-	-	-	900	-	-	900	-	-	1,800	3,600		
8294 Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8295 Title IV, SSAE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8299 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8100-8299 - Other Federal Income	231,574	-	-	5,444	17,425	1,675	16,079	32,729	17,335	15,869	32,519	15,869	15,869	60,761	231,574		
8300-8599 - Other State Revenue																	
8520 Child Nutrition - State	11,999	-	-	-	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	3,600	11,999		
8550 Mandate Block Grant	4,050	-	-	-	-	-	4,050	-	-	-	-	-	-	4,050	4,050		
8560 Lottery Revenue	61,514	-	-	-	-	-	-	10,994	-	-	10,994	-	-	39,526	61,514		
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8591 SB740	185,599	-	-	-	-	-	-	92,799	-	-	46,400	-	-	46,400	185,599		
8592 State Mental Health	17,418	-	-	-	-	-	-	-	-	-	-	-	-	17,418	17,418		
8593 After School Education & Safety	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8599 State Revenue - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 8300-8599 - Other State Income	280,580	-	-	-	-	-	5,249	104,994	1,200	1,200	58,594	1,200	1,200	106,943	280,580		
8600-8799 - Other Local Revenue																	
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8634 Food Service Sales	36,712	-	2,040	3,671	3,671	3,263	4,079	3,875	3,671	3,671	3,059	4,079	1,632	-	36,712		
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8660 Interest & Dividend Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8692 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8695 Contributions & Events	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8792 Transfers of Apportionments - Special Education	192,907	11,574.42	23,148.84	15,432.56	12,607	12,607	12,607	12,607	30,775	15,387	15,387	15,387	15,387	-	192,907		
Total 8600-8799 - Other Income-Local	229,619	11,574	25,188	19,104	16,278	15,870	16,686	16,482	34,446	19,058	18,447	19,466	17,019	-	229,619		
Prior Year Adjustments																	
8999 Other Prior Year Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL INCOME	3,505,847	94,891	233,086	176,901	230,088	202,910	223,378	350,589	425,409	237,501	297,095	205,641	203,194	625,163	3,505,847		
Expense																	
1000 - Certificated Salaries																	
1110 Teachers' Salaries	1,239,390	56,336	118,305	118,305	118,305	118,305	118,305	118,305	118,305	118,305	118,305	118,305	118,305	1,239,390			
1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1175 Teachers' Salaries - Stipend/Extra Duty	47,151	47,151	-	-	-	-	-	-	-	-	-	-	-	-	47,151		
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1213 Certificated Pupil Support - Guidance & Counseling	72,141	6,558	6,558	6,558	6,558	6,558	6,558	6,558	6,558	6,558	6,558	6,558	6,558	72,141			
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1300 Certificated Supervisors' & Administrators' Salaries	116,699	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	9,725	116,699			
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 1000 - Certificated Salaries	1,475,381	9,725	119,770	134,589	134,589	134,589	134,589	134,589	134,589	134,589	134,589	134,589	134,589	134,589	1,475,381		
2000 - Classified Salaries																	
2111 Instructional Aide & Other Salaries	82,270	-	4,571	8,227	8,227	7,313	9,141	8,684	8,227	8,227	6,856	9,141	3,656	-	82,270		

MAYACAMAS CHARTER MIDDLE SCHOOL
2024-25 Cash Flow Forecast

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	2024-25													FORECAST		Budget Variance	
	Trend	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25	Better / (Worse)	% Better / (Worse)
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2131 Classified Teacher Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200 Classified Support Salaries	94,393	7,866	7,866	7,866	7,866	7,866	7,866	7,866	7,866	7,866	7,866	7,866	7,866	-	94,393	-	-
2300 Classified Supervisors' & Administrators' Salaries	68,959	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	5,747	-	68,959	-	-
2400 Classified Office Staff Salaries	36,665	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	-	36,665	-	-
2900 Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 2000 - Classified Salaries	282,286	16,668	21,239	24,895	24,895	23,981	25,809	25,352	24,895	24,895	23,524	25,809	20,324	-	282,286	-	-
3000 - Employee Benefits																	
3111 STRS - State Teachers Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3311 OASDI - Social Security	108,975	1,636	8,743	9,888	9,888	9,831	9,945	9,916	9,888	9,888	9,803	9,945	9,605	-	108,975	-	-
3331 MED - Medicare	25,486	383	2,045	2,313	2,313	2,299	2,326	2,319	2,313	2,313	2,293	2,326	2,246	-	25,486	-	-
3401 H&W - Health & Welfare	157,378	13,115	13,115	13,115	13,115	13,115	13,115	13,115	13,115	13,115	13,115	13,115	13,115	-	157,378	-	-
3501 SUI - State Unemployment Insurance	3,515	53	282	319	319	317	321	320	319	319	316	321	310	-	3,515	-	-
3601 Workers' Compensation Insurance	38,022	9,505	3,168	3,168	3,168	3,168	3,168	3,168	3,168	3,168	3,168	3,168	3,168	-	38,022	-	-
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Retirement Benefits	52,730	792	4,230	4,785	4,785	4,757	4,812	4,798	4,785	4,785	4,743	4,812	4,647	-	52,730	-	-
3902 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 3000 - Employee Benefits	386,106	25,484	31,583	33,587	33,587	33,488	33,686	33,637	33,587	33,587	33,438	30,518	29,923	-	386,106	-	-
4000 - Supplies																	
4111 Core Curricula Materials	10,400	3,467	3,467	3,467	-	-	-	-	-	-	-	-	-	-	10,400	-	-
4211 Books & Other Reference Materials	14,200	4,733	4,733	4,733	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	-	14,200	-	-
4311 Student Materials	30,232	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	2,519	-	30,232	-	-
4351 Office Supplies	14,200	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	-	14,200	-	-
4371 Custodial Supplies	11,360	947	947	947	947	947	947	947	947	947	947	947	947	-	11,360	-	-
4390 Other Supplies	22,720	5,443	5,443	5,443	710	710	710	710	710	710	710	710	710	-	22,720	-	-
4411 Non Capitalized Equipment	25,650	8,550	8,550	8,550	-	-	-	-	-	-	-	-	-	-	25,650	-	-
4711 Nutrition Program Food & Supplies	201,915	-	-	11,218	20,192	20,192	17,948	22,435	21,313	20,192	20,192	16,826	22,435	8,974	201,915	-	-
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 - Supplies	330,677	26,843	26,843	38,060	25,551	25,551	23,307	27,794	26,673	25,551	25,551	22,186	27,794	8,974	330,677	-	-
5000 - Operating Services																	
5211 Travel & Conferences	4,000	333	333	333	333	333	333	333	333	333	333	333	333	-	4,000	-	-
5311 Dues & Memberships	7,532	628	628	628	628	628	628	628	628	628	628	628	628	-	7,532	-	-
5451 General Insurance	45,194	11,299	3,766	3,766	3,766	3,766	3,766	3,766	3,766	3,766	3,766	3,766	3,766	-	45,194	-	-
5511 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5521 Security Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 Housekeeping Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5599 Other Facility Operations & Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5611 School Rent - Private Facility	291,135	24,261	24,261	24,261	24,261	24,261	24,261	24,261	24,261	24,261	24,261	24,261	24,261	-	291,135	-	-
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5621 Equipment Lease	6,508	542	542	542	542	542	542	542	542	542	542	542	542	-	6,508	-	-
5631 Vendor Repairs	8,035	670	670	670	670	670	670	670	670	670	670	670	670	-	8,035	-	-
5812 Field Trips & Pupil Transportation	18,078	-	-	-	-	2,009	2,009	2,009	2,009	2,009	2,009	2,009	2,009	-	18,078	-	-
5821 Legal	16,739	-	-	1,674	1,674	1,674	1,674	1,674	1,674	1,674	1,674	1,674	1,674	-	16,739	-	-
5823 Audit	10,609	-	-	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	-	10,609	-	-
5831 Advertisement & Recruitment	10,609	884	884	884	884	884	884	884	884	884	884	884	884	-	10,609	-	-
5841 Contracted Substitute Teachers	18,710	-	-	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	1,871	-	18,710	-	-
5842 Special Education Services	50,083	-	-	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	-	50,083	-	-
5843 Non Public School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5844 After School Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5849 Other Student Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5852 PD Consultants & Tuition	8,369	697	697	697	697	697	697	697	697	697	697	697	697	-	8,369	-	-
5854 Nursing & Medical (Non-IEP)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5859 All Other Consultants & Services	114,899	-	-	10,445	10,445	10,445	10,445	10,445	10,445	10,445	10,445	10,445	10,445	-	114,899	-	-
5861 Non Instructional Software	16,113	1,343	1,343	1,343	1,343	1,343	1,343	1,343	1,343	1,343	1,343	1,343	1,343	-	16,113	-	-
5865 Fundraising Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5871 District Oversight Fees	27,641	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	-	27,641	-	-
5872 Special Education Fees (SELPA)	17,538	1,052	2,105	1,403	1,403	1,403	1,403	1,403	2,455	1,228	1,228	1,228	1,228	-	17,538	-	-
5881 Intra-Agency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5899 All Other Expenses	14,013	1,168	1,168	1,168	1,168	1,168	1,168	1,168	1,168	1,168	1,168	1,168	1,168	-	14,013	-	-
5911 Office Phone	1,910	159	159	159	159	159	159	159	159	159	159	159	159	-	1,910	-	-
5913 Mobile Phone	5,423	452	452	452	452	452	452	452	452	452	452	452	452	-	5,423	-	-
5921 Internet	15,336	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	1,278	-	15,336	-	-
5923 Website Hosting	955	80	80	80	80	80	80	80	80	80	80	80	80	-	955	-	-
5931 Postage & Shipping	7,030	586	586	586	586	586	586	586	586	586	586	586	586	-	7,030	-	-
5999 Other Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 5000 - Operating Services	716,459	47,735	51,700	60,613	62,621	62,621	62,621	62,621	63,674	62,446	62,446	58,680	58,680	-	716,459	-	-
6000 - Capital Outlay																	
6901 Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6903 Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6999 Capital Outlay	-	-	-	-	-												

MAYACAMAS CHARTER MIDDLE SCHOOL

2024-25 Cash Flow Forecast

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	2024-25													FORECAST	Budget Variance		
	Trend	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25	Better / (Worse)	% Better / (Worse)
Total 7000 - Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	3,190,909	126,454	251,134	291,744	281,243	280,230	280,013	283,993	283,417	281,068	279,548	271,781	271,310	8,974	3,190,909		
NET INCOME	314,938	(31,563)	(18,048)	(114,843)	(51,155)	(77,320)	(56,634)	66,595	141,992	(43,566)	17,547	(66,140)	(68,117)	616,189	314,938		
Operating Income															314,938		
EBITDA															314,938		
Beginning Cash Balance	122,188	122,188	93,180	173,032	325,544	290,533	213,213	156,578	263,521	405,514	361,947	379,495	313,355	314,373	122,188		
Cash Flow from Operating Activities																	
Net Income	314,938	(31,563)	(18,048)	(114,843)	(51,155)	(77,320)	(56,634)	66,595	141,992	(43,566)	17,547	(66,140)	(68,117)	616,189	314,938		
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Accounts Receivable	493,436	71,690	97,900	267,355	16,144	-	-	40,348	-	-	-	-	-	-	493,436		
Current Year Accounts Receivable	(625,163)	-	-	-	-	-	-	-	-	-	-	-	-	(625,163)	(625,163)		
Change in Due from	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable	8,974	(69,134)	-	-	-	-	-	-	-	-	-	-	69,134	8,974	8,974		
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Investing Activities																	
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Financing Activities																	
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	314,373	93,180	173,032	325,544	290,533	213,213	156,578	263,521	405,514	361,947	379,495	313,355	314,373	314,373	314,373		

[Go to CALPADS Data](#)
[Go to Expansion Table \(PENSEC Schools should update actual PENSEC and 20-day data submitted.\)](#)
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		Total Enrollment	180	232	284	336	336
6	# of Classes/ Class Size/ Total Enrollment	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	
		Total Enrollment	60	112	112	112	112
	Attendance Rate	95%	95%	95%	95%	95%	
	ADA	57.00	106.40	106.40	106.40	106.40	
7	Total Enrollment	60	60	112	112	112	
	Attendance Rate	95%	95%	95%	95%	95%	
	ADA	57.00	57.00	106.40	106.40	106.40	
8	Total Enrollment	60	60	60	112	112	
	Attendance Rate	95%	95%	95%	95%	95%	
	ADA	57.00	57.00	57.00	106.40	106.40	
# of classroom teachers		9	11	16	19	20	

Summary by Grade Span	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
Total Enrollment, TK - 3	0	0	0	0	0
Average Attendance Rate, TK - 3	0%	0%	0%	0%	0%
Total ADA, TK - 3	0.00	0.00	0.00	0.00	0.00
Total Enrollment, 4 - 6	60	112	112	112	112
Average Attendance Rate, 4 - 6	95%	95%	95%	95%	95%
Total ADA, 4 - 6	57.00	106.40	106.40	106.40	106.40
Total Enrollment, 7 - 8	120	120	172	224	224
Average Attendance Rate, 7 - 8	95%	95%	95%	95%	95%
Total ADA, 7 - 8	114.00	114.00	163.40	212.80	212.80
Total Enrollment, 9 - 12	0	0	0	0	0
Average Attendance Rate, 9 - 12	0%	0%	0%	0%	0%
Total ADA, 9 - 12	0.00	0.00	0.00	0.00	0.00
Grand Total, Enrollment	180	232	284	336	336
Grand Total, ADA	171.00	220.40	269.80	319.20	319.20

2022-23					
Enrollment Summary	Trend	2023-24	2024-25	2025-26	2026-27
Year of Operation	1	2	3	4	5
Enrollment	180	232	284	336	336
TK	0	0	0	0	0
K	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	60	112	112	112	112
7	60	60	112	112	112
8	60	60	60	112	112
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
% Enrollment Growth	100.0%	28.9%	22.4%	18.3%	0.0%
Grade Level Expansion	Y	N	N	N	N
Prior Year Highest Grad NA		57	57	57	106.4

CALPADS Data	2019-20	2020-21	2022-23 Fall 1	2023-24	2024-25	2025-26	2026-27
Fall 1: 1.17 Report, LCFF							
Enrollment			180	232	284	336	336
Unduplicated Eligible Free/Reduced Meal Counts							
EL Funding Eligible			36.00	46	57	67	67
Total Unduplicated FRPM/EL Eligible Count			108	139	170	202	202
Fall 1: 1.18 Reports							
Fall 1: 1.18 Report, LCFF							
# of Free Lunch Eligible Students			90	116	142	168	168
# of Reduced Price Lunch Eligible Students			18	23	28	34	34
Fall 1: 1.18 Report, Title I							
# of Free Lunch Eligible Students - 5 - 17 Yrs. Old			90	116	142	168	168
# of Reduced Price Lunch Eligible Students - 5 - 17 Yrs. Old			90	116	142	168	168
Fall 1: 2.3 Report (no need to populate if school doesn't receive Title III - Immigrant)							
# of Immigrant Students			0	0	0	0	0
Percentages - if Year 1 school, enter estimated population percents in 2021-22 Column							
% Unduplicated FRPM, EL, and Foster Youth	0%	0%	60%	60%	60%	60%	60%
3-Year UPP Average			60%	60%	60%	60%	60%
% Free Lunch Eligible Students, All	0%	0%	50%	50%	50%	50%	50%
% Reduced Price Lunch Eligible Students, All	0%	0%	10%	10%	10%	10%	10%
% Free Lunch Eligible Students - 5 - 17 Yrs. Old	0%	0%	50%	50%	50%	50%	50%
% Reduced Price Lunch Eligible Students - 5 - 17 Yrs. Old	0%	0%	50%	50%	50%	50%	50%
% English Language Learner Students	0%	0%	20%	20%	20%	20%	20%
% Immigrant Students	0%	0%	0%	0%	0%	0%	0%

MAYACAMAS CHARTER MIDDLE SCHOOL
 Schedule A - Revenue, Part 1, Local Control Funding Formula
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# of years since 12/13 (for EPA calculation)	9	10	11	12	13	14
	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
Formula Factors						
COLA	5.07%	2.48%	3.11%	3.54%	2.00%	2.00%
Gap-Closing Increment	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
K-3 Grade Span Adjustment Percentage	10.40%	10.40%	10.40%	10.40%	10.40%	10.40%
9-12 Grade Span Adjustment Percentage	2.60%	2.60%	2.60%	2.60%	2.60%	2.60%
Supplemental Grant Percentage	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant Percentage	50.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Concentration Grant Threshold	55.00%	55.00%	55.00%	55.00%	55.00%	55.00%
School Factors						
TK-3 ADA	-	-	-	-	-	-
4-6 ADA	-	57.00	106.40	106.40	106.40	106.40
7-8 ADA	-	114.00	114.00	163.40	212.80	212.80
9-12 ADA	-	-	-	-	-	-
Total ADA	-	171.00	220.40	269.80	319.20	319.20
3-Year Average FRPM/EL/FY Unduplicated Percentage	0.00%	60.00%	59.95%	59.91%	59.98%	60.04%
District of Residence (Napa Valley Unified) Unduplicated Percentage	0.00%	53.00%	53.00%	53.00%	53.00%	53.00%
Rates						
Base LCFF Target Rates						
TK-3	\$ 8,092	\$ 8,293	\$ 8,551	\$ 8,854	\$ 9,031	\$ 9,212
4-6	\$ 8,214	\$ 8,418	\$ 8,680	\$ 8,987	\$ 9,167	\$ 9,350
7-8	\$ 8,458	\$ 8,668	\$ 8,938	\$ 9,254	\$ 9,439	\$ 9,628
9-12	\$ 9,802	\$ 10,045	\$ 10,357	\$ 10,724	\$ 10,938	\$ 11,157
Grade Span-Adjusted Target Rates (TK-3 & 9-12 adjusted by grade span adjustment percentage)						
TK-3	\$ 8,934	\$ 9,155	\$ 9,440	\$ 9,775	\$ 9,970	\$ 10,170
4-6	\$ 8,214	\$ 8,418	\$ 8,680	\$ 8,987	\$ 9,167	\$ 9,350
7-8	\$ 8,458	\$ 8,668	\$ 8,938	\$ 9,254	\$ 9,439	\$ 9,628
9-12	\$ 10,057	\$ 10,306	\$ 10,626	\$ 11,003	\$ 11,222	\$ 11,447
Supplemental Grant Rates						
TK-3	\$ 1,787	\$ 1,831	\$ 1,888	\$ 1,955	\$ 1,994	\$ 2,034
4-6	\$ 1,643	\$ 1,684	\$ 1,736	\$ 1,797	\$ 1,833	\$ 1,870
7-8	\$ 1,692	\$ 1,734	\$ 1,788	\$ 1,851	\$ 1,888	\$ 1,926
9-12	\$ 2,011	\$ 2,061	\$ 2,125	\$ 2,201	\$ 2,244	\$ 2,289
Concentration Grant Rates						
TK-3	\$ 4,467	\$ 5,951	\$ 6,136	\$ 6,354	\$ 6,481	\$ 6,611
4-6	\$ 4,107	\$ 5,472	\$ 5,642	\$ 5,842	\$ 5,959	\$ 6,078
7-8	\$ 4,229	\$ 5,634	\$ 5,810	\$ 6,015	\$ 6,135	\$ 6,258
9-12	\$ 5,029	\$ 6,699	\$ 6,907	\$ 7,152	\$ 7,294	\$ 7,441
Other Inputs						
In Lieu of Property Tax (Napa Valley Unified) Rate per ADA	\$ -	\$ 6,300	\$ 6,300	\$ 6,300	\$ 6,300	\$ 6,300
Education Protection Account % Offset		46.66%	46.66%	46.66%	46.66%	46.66%
EPA Rate for Schools Open in FY 13/14 or later	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200

LCFF Calculation						
LCFF Target Calculation (Full Implementation)						
Supplemental Add On Rate (Supplemental Rate * % Unduplicated)						
TK-3	\$ -	\$ 1,099	\$ 1,132	\$ 1,171	\$ 1,196	\$ 1,221
4-6	\$ -	\$ 1,010	\$ 1,041	\$ 1,077	\$ 1,100	\$ 1,123
7-8	\$ -	\$ 1,040	\$ 1,072	\$ 1,109	\$ 1,132	\$ 1,156
9-12	\$ -	\$ 1,237	\$ 1,274	\$ 1,318	\$ 1,346	\$ 1,375
Total Supplemental Grant	\$ -	\$ 176,157	\$ 232,904	\$ 295,754	\$ 357,959	\$ 365,485
Concentration Add On Rate (Concentration Rate * % Undupl. Capped @ District of Residence %)						
TK-3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7-8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Concentration Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School Target Rates (Adjusted Base Rates Plus Supplemental and Concentration Rates)						
TK-3	\$ 8,934	\$ 10,254	\$ 10,572	\$ 10,946	\$ 11,166	\$ 11,391
4-6	\$ 8,214	\$ 9,428	\$ 9,721	\$ 10,064	\$ 10,267	\$ 10,473
7-8	\$ 8,458	\$ 9,708	\$ 10,010	\$ 10,363	\$ 10,571	\$ 10,784
9-12	\$ 10,057	\$ 11,543	\$ 11,900	\$ 12,321	\$ 12,568	\$ 12,822
LCFF Total Target (School Target Rates * ADA)	\$ -	\$ 1,644,135	\$ 2,175,388	\$ 2,764,075	\$ 3,341,947	\$ 3,409,163
Average LCFF Target Rate per ADA		\$ 9,615	\$ 9,870	\$ 10,245	\$ 10,470	\$ 10,680
LCFF Floor Calculation						
Current Year ADA * FY 12/13 Base Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FY 12/13 Frozen Categoricals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Current Year ADA * FY 12/13 Non-Frozen Categorical ADA Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Current Year ADA * Prior Year LCFF Funding Gap per ADA	\$ -	\$ -	\$ 2,119,109	\$ 2,662,975	\$ 3,270,172	\$ 3,341,947
LCFF Floor	\$ -	\$ -	\$ 2,119,109	\$ 2,662,975	\$ 3,270,172	\$ 3,341,947
Current Year Funding Calculation						
Gap Between Target and Floor	\$ -	\$ 1,644,135	\$ 56,279	\$ 101,100	\$ 71,775	\$ 67,216
CY Gap Closing Increment (Gap * Gap Closing Increment Percentage)	\$ -	\$ 1,644,135	\$ 56,279	\$ 101,100	\$ 71,775	\$ 67,216
Gap Funding Per ADA		\$ 9,615	\$ 255	\$ 375	\$ 225	\$ 211
Current Year Local Control Funding Formula Revenue	\$ -	\$ 1,644,135	\$ 2,175,388	\$ 2,764,075	\$ 3,341,947	\$ 3,409,163
CY Average LCFF Rate per ADA		\$ 9,615	\$ 9,870	\$ 10,245	\$ 10,470	\$ 10,680
Increase/Decrease		\$ 9,615	\$ 255	\$ 375	\$ 225	\$ 211

MAYACAMAS CHARTER MIDDLE SCHOOL

Schedule A - Revenue, Part 1, Local Control Funding Formula

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# of years since 12/13 (for EPA calculation)	9	10	11	12	13	14
	2021-22	2022-23 Trend	2023-24	2024-25	2025-26	2026-27

Components of Local Control Funding Formula Revenue						
In Lieu of Property Tax Funding	\$ -	\$ 1,077,375	\$ 1,388,617	\$ 1,699,859	\$ 2,011,100	\$ 2,011,100
School's Education Protection Account % Offset/ADA Rate	200.00	200.00	200.00	200.00	200.00	200.00
Education Protection Account Funding	\$ -	\$ 34,200	\$ 44,080	\$ 53,960	\$ 63,840	\$ 63,840
LCFF, State Portion	\$ -	\$ 532,560	\$ 742,691	\$ 1,010,256	\$ 1,267,007	\$ 1,334,223

MAYACAMAS CHARTER MIDDLE SCHOOL
 Schedule A - Revenue, Part 3, Other Revenue Assumptions
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Years Since Tier III Flexibility Started
 FY Year Start Year

6 7 8 9 10
 2022 2023 2024 2025 2026

	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
ADA					
P1 ADA	171.00	220.40	269.80	319.20	319.20
TK-3	0.00	0.00	0.00	0.00	0.00
4-6	57.00	106.40	106.40	106.40	106.40
7-8	114.00	114.00	163.40	212.80	212.80
9-12	0.00	0.00	0.00	0.00	0.00
P2 ADA	171.00	220.40	269.80	319.20	319.20
TK-3	-	-	-	-	-
4-6	57.00	106.40	106.40	106.40	106.40
7-8	114.00	114.00	163.40	212.80	212.80
9-12	-	-	-	-	-
Annual ADA	171.00	220.40	269.80	319.20	319.20
TK-3	-	0.00	0.00	0.00	0.00
4-6	57.00	106.40	106.40	106.40	106.40
7-8	114.00	114.00	163.40	212.80	212.80
9-12	-	0.00	0.00	0.00	0.00
Demographics					
Free #	90	116	142	168	168
Reduced #	18	23	28	34	34
Total Free and Reduced #	108	139	170	202	202
Free # - 5 - 17 yr olds	90	116	142	168	168
Reduced # - 5 -17 yr olds	90	116	142	168	168
Total Free and Reduced # - 5 -17 yr olds	180	232	284	336	336
English Language Learners #	36	46	57	67	67
Immigrant Student #	0	0	0	0	0
Special Ed Students (LACOE SELPA Only)	0	0	0	0	0
Rates*					
Statutory COLA	2.48%	3.11%	3.54%	2.00%	2.00%
Title I, New School (for estimating initial entitlement)	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00
Title II, New School (for estimating initial entitlement)	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00
Title III, LEP	\$ 114.40	\$ 114.40	\$ 114.40	\$ 114.40	\$ 114.40
Title III, Immigrant	\$ 104.70	\$ 104.70	\$ 104.70	\$ 104.70	\$ 104.70
Special Education - IDEA	\$ -	\$ 950.00	\$ 950.00	\$ 950.00	\$ 950.00
Special Education - AB 602	\$ 715.00	\$ 715.00	\$ 715.00	\$ 715.00	\$ 715.00
Special Education Fee	\$ 63.06	\$ 63.06	\$ 63.06	\$ 63.06	\$ 63.06
State Lottery - Base (Non-Prop 20)	\$ 163.00	\$ 163.00	\$ 163.00	\$ 163.00	\$ 163.00
State Lottery - Prop 20	\$ 65.00	\$ 65.00	\$ 65.00	\$ 65.00	\$ 65.00
Mandate Reimbursement Block Grant, K-8	\$ 17.21	\$ 17.75	\$ 18.37	\$ 18.74	\$ 19.12
Mandate Reimbursement Block Grant, 9-12	\$ 47.84	\$ 49.33	\$ 51.07	\$ 52.10	\$ 53.14
One Time Funding (Mandate Backlog Offset)	\$ -	\$ -	\$ -	\$ -	\$ -
Child Nutrition - Federal Breakfast Free - Especially Needy	\$ 2.26	\$ 2.26	\$ 2.26	\$ 2.26	\$ 2.26
Child Nutrition - Federal Breakfast Free	\$ 1.89	\$ 1.89	\$ 1.89	\$ 1.89	\$ 1.89
Child Nutrition - Federal Breakfast Reduced - Especially Needy	\$ 1.96	\$ 1.96	\$ 1.96	\$ 1.96	\$ 1.96
Child Nutrition - Federal Breakfast Reduced	\$ 1.59	\$ 1.59	\$ 1.59	\$ 1.59	\$ 1.59
Child Nutrition - Federal Breakfast Paid	\$ 0.32	\$ 0.32	\$ 0.32	\$ 0.32	\$ 0.32
Child Nutrition - Federal Lunch Free, > 60% F/RP Served in 2020-21	\$ 3.53	\$ 3.53	\$ 3.53	\$ 3.53	\$ 3.53
Child Nutrition - Federal Lunch Free	\$ 3.51	\$ 3.51	\$ 3.51	\$ 3.51	\$ 3.51
Child Nutrition - Federal Lunch Reduced, > 60% F/RP Served in 2020-21	\$ 3.13	\$ 3.13	\$ 3.13	\$ 3.13	\$ 3.13
Child Nutrition - Federal Lunch Reduced	\$ 3.11	\$ 3.11	\$ 3.11	\$ 3.11	\$ 3.11
Child Nutrition - Federal Lunch Paid, > 60% F/RP Served in 2020-21	\$ 0.35	\$ 0.35	\$ 0.35	\$ 0.35	\$ 0.35
Child Nutrition - Federal Lunch Paid	\$ 0.33	\$ 0.33	\$ 0.33	\$ 0.33	\$ 0.33
Child Nutrition - State Free and Reduced	\$ 0.24	\$ 0.24	\$ 0.24	\$ 0.24	\$ 0.24
Child Nutrition - Snacks Free	\$ 0.96	\$ 0.96	\$ 0.96	\$ 0.96	\$ 0.96
Child Nutrition - Snacks Reduced	\$ 0.48	\$ 0.48	\$ 0.48	\$ 0.48	\$ 0.48
Child Nutrition - Snacks Paid	\$ 0.08	\$ 0.08	\$ 0.08	\$ 0.08	\$ 0.08
Child Nutrition - Supper Free	\$ 3.51	\$ 3.51	\$ 3.51	\$ 3.51	\$ 3.51
Child Nutrition - Supper Reduced	\$ 3.11	\$ 3.11	\$ 3.11	\$ 3.11	\$ 3.11
Child Nutrition - Supper Base	\$ 0.33	\$ 0.33	\$ 0.33	\$ 0.33	\$ 0.33
Cash in Lieu of Commodities	\$ 0.25	\$ 0.25	\$ 0.25	\$ 0.25	\$ 0.25
Federal Funding					
IDEA Revenue	\$ -	\$ 16,245	\$ 20,938	\$ 25,631	\$ 30,324
IDEA, Advance Apportionment Calculation (Prior Year P-2 ADA, unless Y1)	\$ 0	\$ 16,245	\$ 20,938	\$ 25,631	\$ 30,324
IDEA, P-1 Apportionment Calculation	\$ 0	\$ 16,245	\$ 20,938	\$ 25,631	\$ 30,324
Title Funding					
Title I & II Funding, Significantly Expanding Multiplier	#DIV/0!	1.29	1.29	1.22	1.18

MAYACAMAS CHARTER MIDDLE SCHOOL
Schedule A - Revenue, Part 3, Other Revenue Assumptions
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Years Since Tier III Flexibility Started
 FY Year Start Year

6 7 8 9 10
 2022 2023 2024 2025 2026

	2022-23 Trend	2023-24	2024-25	2025-26	2026-27
Title I, II & IV Funding Multiplier (enter from row 74 or enter own assumption)	1.00	1.00	1.00	1.00	1.00
Title Funding, Federal Sequestration Cut Assumption					
Title I Entitlement	\$ 63,000	\$ 63,000	\$ 63,000	\$ 63,000	\$ 63,000
Title II Entitlement	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600
Title III LEP Entitlement	\$ -	\$ -	\$ -	\$ -	\$ -
Title III Immigrant Entitlement	\$ -	\$ -	\$ -	\$ -	\$ -
Title III, LEP & Immigrant	\$ -	\$ -	\$ -	\$ -	\$ -
Title IV, Student Support and Academic Enrichment	\$ -	\$ -	\$ -	\$ -	\$ -
Title IV, PCSGP Revenue (enter based on grant schedule or grant spending)					
Other Federal Revenue					
Charter School Facilities Incentive Grant (If Applicable)					
Other Federal Revenue Breakdown <i>(Add more rows above Total Other Federal Revenue if Necessary)</i>					
GEER LLMF (3215)	\$ -				
CRF LLMF (3220)	\$ -				
ESSER (3210)	\$ -				
ESSER II (3212)	\$ -	\$ -	\$ -		
21st CCLC	\$ -				
ESSER III (321X) - reserve 20% for Learning Loss	\$ -	\$ -	\$ -		
Enter Description					
Enter Description					
Total Other Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
State Funding					
State Mental Health	\$ 11,040	\$ 14,229	\$ 17,418	\$ 20,608	\$ 20,608
After School Education & Safety					
Supplemental Categorical Block Grant (Conversion Schools)					
State Grant Pass-Through					
Mandate Funds					
Mandate Reimbursement Block Grant	\$ -	\$ 3,034	\$ 4,050	\$ 5,056	\$ 6,102
Mandate Offset One Time Funds	\$ -	\$ -	\$ -	\$ -	\$ -
Mandate Reimbursement Block Grant	\$ -	\$ 3,034	\$ 4,050	\$ 5,056	\$ 6,102
Lottery					
Non-Prop 20 (Unrestricted)	\$ 27,873	\$ 35,925	\$ 43,977	\$ 52,030	\$ 52,030
Prop 20 (To be used for student materials)	\$ 11,115	\$ 14,326	\$ 17,537	\$ 20,748	\$ 20,748
Other State Revenue Breakdown <i>(Add more rows above Total Other State Revenue if Necessary)</i>					
LLM State General Fund (7420)					
AB86 In Person Instruction (7422)	\$ -	\$ -			
AB86 Expanded Learning Opportunities (7425) - reserve 10% for paras	\$ -	\$ -			
Enter Description					
Enter Description					
Enter Description					
Enter Description					
Enter Description					
Total Other State Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
Local Funding					
Sale of Equipment & Supplies					
Food Service Sales	\$ 22,810	\$ 29,693	\$ 36,712	\$ 43,868	\$ 44,307
Leases & Rentals					
Interest & Dividend Income					
Net Increase (Decrease) in Fair Value of Investments					
Intra-Agency Fee Income					
After School Program Fees (From After School Program Tab (If Applicable))	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Fees & Contracts					
E-Rate					
SELPA Grants					
Transfers of Apportionments - Special Education (AB602)	\$ 122,265	\$ 157,586	\$ 192,907	\$ 228,228	\$ 228,228
AB 602, Advance Apportionment Calculation (Prior Year P-2 ADA, unless Y1)	\$ 122,265	\$ 122,265	\$ 157,586	\$ 192,907	\$ 228,228
AB 602, P-1 Apportionment Calculation	\$ 122,265	\$ 157,586	\$ 192,907	\$ 228,228	\$ 228,228
Other Local Revenue Breakdown <i>(Add more rows above Total Other Local Revenue if Necessary)</i>					
Enter Description					
Enter Description					
Enter Description					
Enter Description					
Total Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -

MAYACAMAS CHARTER MIDDLE SCHOOL

Schedule C - Salary

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Object & Title	Name	Year 1	Year 2	Year 3	Year 4	Year 5
1110: Teachers' Salaries	TEACHER 1 - Y1	62,000	63,860	65,776	67,749	69,782
	TEACHER 2 - Y1	62,000	63,860	65,776	67,749	69,782
	TEACHER 3 - Y1	72,000	74,160	76,385	78,676	81,037
	TEACHER 4 - Y1	72,000	74,160	76,385	78,676	81,037
	TEACHER 5 - Y1	80,000	82,400	84,872	87,418	90,041
	TEACHER 6 - Y1	80,000	82,400	84,872	87,418	90,041
	SPED TEACHER - Y1	80,000	82,400	84,872	87,418	90,041
	TEACHER 7 PE - Y1	72,000	74,160	76,385	78,676	81,037
	TEACHER 8 VAPA - Y1	37,500	38,625	39,784	40,977	42,207
	TEACHER 9 VAPA - Y1	37,500	38,625	39,784	40,977	42,207
	TEACHER 10 - Y2	-	75,000	77,250	79,568	81,955
	TEACHER 11 - Y2	-	75,000	77,250	79,568	81,955
	TEACHER 12 ELECTIVE - Y3	-	-	75,000	77,250	79,568
	TEACHER 13 - Y3	-	-	75,000	77,250	79,568
	TEACHER 14 - Y3	-	-	80,000	82,400	84,872
	SPED TEACHER - Y3	-	-	80,000	82,400	84,872
	TEACHER 15 - Y4	-	-	-	80,000	82,400
	TEACHER 16 - Y4	-	-	-	80,000	82,400
	TEACHER 17 - Y4	-	-	-	85,000	87,550
	SPED TEACHER - Y5	-	-	-	-	85,000
EL COORDINATOR	-	-	80,000	82,400	84,872	
1110: Teachers' Salaries Total		655,000	824,650	1,239,390	1,521,571	1,652,218
1175: Teachers' Salaries - Stipend/Extra Duty	TEACHER SUMMER PD	25,000	31,472	47,151	57,672	62,528
1175: Teachers' Salaries - Stipend/Extra Duty Total		25,000	31,472	47,151	57,672	62,528
1213: Certificated Pupil Support - Guidance & Counseling	COUNSELOR	68,000	70,040	72,141	74,305	76,535
1213: Certificated Pupil Support - Guidance & Counseling Total		68,000	70,040	72,141	74,305	76,535
1300: Certificated Supervisors' & Administrators' Salaries	HEAD OF SCHOOL	110,000	113,300	116,699	120,200	123,806
1300: Certificated Supervisors' & Administrators' Salaries Total		110,000	113,300	116,699	120,200	123,806
2111: Instructional Aide & Other Salaries	INSTRUCTIONAL AIDE 1	19,855	20,451	21,064	21,696	22,347
	INSTRUCTIONAL AIDE 2	-	19,855	20,451	21,064	21,696
	INSTRUCTIONAL AIDE 3	-	-	19,855	20,451	21,064
	INSTRUCTIONAL AIDE 4	-	-	20,900	21,527	22,173
	INSTRUCTIONAL AIDE 5	-	-	-	20,900	21,527
	INSTRUCTIONAL AIDE 6	-	-	-	22,990	23,680
	INSTRUCTIONAL AIDE 7	-	-	-	-	22,990
2111: Instructional Aide & Other Salaries Total		19,855	40,306	82,270	128,628	155,477
2200: Classified Support Salaries	CUSTODIAN 1	33,120	34,114	35,137	36,191	37,277
	CUSTODIAN 2	-	-	23,000	23,690	24,401
	PARENT LIAISON	-	35,200	36,256	37,344	38,464
2200: Classified Support Salaries Total		33,120	69,314	94,393	97,225	100,142
2300: Classified Supervisors' & Administrators' Salaries	OPERATIONS MANAGER	65,000	66,950	68,959	71,027	73,158
2300: Classified Supervisors' & Administrators' Salaries Total		65,000	66,950	68,959	71,027	73,158
2400: Classified Office Staff Salaries	OFFICE ASSISTANT 1	34,560	35,597	36,665	37,765	38,898
	OFFICE ASSISTANT 2	-	-	-	24,000	24,720
2400: Classified Office Staff Salaries Total		34,560	35,597	36,665	61,765	63,618
Grand Total		1,010,535	1,251,628	1,757,667	2,132,393	2,307,481

MAYACAMAS CHARTER MIDDLE SCHOOL

Schedule C - Salary

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Paycom? Y Impacts the ID+Object formula

180	232	284	336	336	
	3%	3%	3%	3%	
	0%	0%	0%	0%	
9	11	16	19	20	

Note: If pulling from PY model, paste Object Code & Title & EE ID columns (Col A & B).

Count of Add to Salary Forecast:											Position Details											2022-23 Trend		2023-24	2024-25	2025-26	2026-27	H&W 2022-23 Trend	H&W 2023-24	H&W 2024-25	H&W 2025-26	H&W 2026-27
Object Code & Title	Employee ID	ID + Object	Existing/ New	Starting in FY...	Salary/ Hourly	Name	Position	FTE	Benefited?	Rate	Hours Per Day / Week	Days / Weeks Per Year	# of Months	CY Trend	Y2	Y3	Y4	Y5	H&W CY Trend	H&W Y2	H&W Y3	H&W Y4	H&W Y5									
1110: Teachers' Salaries	1	11110	New	2022-23	SALARY	TEACHER 1 - Y1	TEACHER	1	Y	62,000.00				62,000	63,860	65,776	67,749	69,782	7,000	7,350	7,718	8,103	8,509									
1110: Teachers' Salaries	2	21110	New	2022-23	SALARY	TEACHER 2 - Y1	TEACHER	1	Y	62,000.00				62,000	63,860	65,776	67,749	69,782	7,000	7,350	7,718	8,103	8,509									
1110: Teachers' Salaries	3	31110	New	2022-23	SALARY	TEACHER 3 - Y1	TEACHER	1	Y	72,000.00				72,000	74,160	76,385	78,676	81,037	7,000	7,350	7,718	8,103	8,509									
1110: Teachers' Salaries	4	41110	New	2022-23	SALARY	TEACHER 4 - Y1	TEACHER	1	Y	72,000.00				72,000	74,160	76,385	78,676	81,037	7,000	7,350	7,718	8,103	8,509									
1110: Teachers' Salaries	5	51110	New	2022-23	SALARY	TEACHER 5 - Y1	TEACHER	1	Y	80,000.00				80,000	82,400	84,872	87,418	90,041	7,000	7,350	7,718	8,103	8,509									
1110: Teachers' Salaries	6	61110	New	2022-23	SALARY	TEACHER 6 - Y1	TEACHER	1	Y	80,000.00				80,000	82,400	84,872	87,418	90,041	7,000	7,350	7,718	8,103	8,509									
1110: Teachers' Salaries	7	71110	New	2022-23	SALARY	SPED TEACHER - Y1	DIRECTED STUDIES TEACHER (SPED)	1	Y	80,000.00				80,000	82,400	84,872	87,418	90,041	7,000	7,350	7,718	8,103	8,509									
1110: Teachers' Salaries	8	81110	New	2022-23	SALARY	TEACHER 7 PE - Y1	PE TEACHER	1	Y	72,000.00				72,000	74,160	76,385	78,676	81,037	7,000	7,350	7,718	8,103	8,509									
1110: Teachers' Salaries	9	91110	New	2022-23	SALARY	TEACHER 8 VAPA - Y1	VAPA TEACHER PART-TIME	0.5	N	37,500.00				37,500	38,625	39,784	40,977	42,207	-	-	-	-	-									
1110: Teachers' Salaries	10	101110	New	2022-23	SALARY	TEACHER 9 VAPA - Y1	VAPA TEACHER PART-TIME	0.5	N	37,500.00				37,500	38,625	39,784	40,977	42,207	-	-	-	-	-									
1110: Teachers' Salaries	11	111110	New	2023-24	SALARY	TEACHER 10 - Y2	TEACHER - 6TH	1	Y	75,000.00				-	75,000	77,250	79,568	81,955	-	7,000	7,350	7,718	8,103									
1110: Teachers' Salaries	12	121110	New	2024-25	SALARY	TEACHER 12 ELECTIVE - Y3	ELECTIVE TEACHER	1	Y	75,000.00				-	-	75,000	77,250	79,568	-	-	7,000	7,350	7,718									
1110: Teachers' Salaries	13	131110	New	2023-24	SALARY	TEACHER 11 - Y2	TEACHER - 6TH	1	Y	75,000.00				-	75,000	77,250	79,568	81,955	-	7,000	7,350	7,718	8,103									
1110: Teachers' Salaries	14	141110	New	2024-25	SALARY	TEACHER 13 - Y3	TEACHER - 7TH	1	Y	75,000.00				-	-	75,000	77,250	79,568	-	-	7,000	7,350	7,718									
1110: Teachers' Salaries	15	151110	New	2024-25	SALARY	TEACHER 14 - Y3	TEACHER - 7TH	1	Y	80,000.00				-	-	80,000	82,400	84,872	-	-	7,000	7,350	7,718									
1110: Teachers' Salaries	16	161110	New	2025-26	SALARY	TEACHER 15 - Y4	TEACHER - 8TH	1	Y	80,000.00				-	-	-	80,000	82,400	-	-	-	7,000	7,350									
1110: Teachers' Salaries	17	171110	New	2024-25	SALARY	SPED TEACHER - Y3	DIRECTED STUDIES TEACHER (SPED)	1	Y	80,000.00				-	-	80,000	82,400	84,872	-	-	7,000	7,350	7,718									
1110: Teachers' Salaries	18	181110	New	2025-26	SALARY	TEACHER 16 - Y4	TEACHER - 8TH	1	Y	80,000.00				-	-	-	80,000	82,400	-	-	-	7,000	7,350									
1110: Teachers' Salaries	19	191110	New	2026-27	SALARY	SPED TEACHER - Y5	DIRECTED STUDIES TEACHER (SPED)	1	Y	85,000.00				-	-	-	-	85,000	-	-	-	-	-	7,000								
1110: Teachers' Salaries	20	201110	New	2025-26	SALARY	TEACHER 17 - Y4	TEACHER	1	Y	85,000.00				-	-	-	85,000	87,550	-	-	-	7,000	7,350									
1175: Teachers' Salaries - Stipend/Extra Du	21	211175	New	2022-23	HOURLY	TEACHER SUMMER PD	TEACHER SUMMER PD		N	250.00	10	10		25,000	31,472	47,151	57,672	62,528	-	-	-	-	-									
1213: Certificated Pupil Support - Guidance	22	221213	New	2022-23	SALARY	COUNSELOR	COUNSELOR	1	Y	68,000.00				68,000	70,040	72,141	74,305	76,535	7,000	7,350	7,718	8,103	8,509									
1300: Certificated Supervisors' & Administr	31	311300	New	2022-23	SALARY	HEAD OF SCHOOL	HEAD OF SCHOOL	1	Y	110,000.00				110,000	113,300	116,699	120,200	123,806	7,000	7,350	7,718	8,103	8,509									
2111: Instructional Aide & Other Salaries	100	1002111	New	2022-23	HOURLY	INSTRUCTIONAL AIDE 1	INSTRUCTIONAL AIDE	0.6875	N	19.00	5.5	190		19,855	20,451	21,064	21,696	22,347	-	-	-	-	-									
2111: Instructional Aide & Other Salaries	101	1012111	New	2023-24	HOURLY	INSTRUCTIONAL AIDE 2	INSTRUCTIONAL AIDE	0.6875	N	19.00	5.5	190		-	19,855	20,451	21,064	21,696	-	-	-	-	-									
2111: Instructional Aide & Other Salaries	102	1022111	New	2024-25	HOURLY	INSTRUCTIONAL AIDE 3	INSTRUCTIONAL AIDE	0.6875	N	19.00	5.5	190		-	-	19,855	20,451	21,064	-	-	-	-	-									
2111: Instructional Aide & Other Salaries	103	1032111	New	2024-25	HOURLY	INSTRUCTIONAL AIDE 4	INSTRUCTIONAL AIDE	0.6875	N	20.00	5.5	190		-	-	20,900	21,527	22,173	-	-	-	-	-									
2111: Instructional Aide & Other Salaries	104	1042111	New	2025-26	HOURLY	INSTRUCTIONAL AIDE 5	INSTRUCTIONAL AIDE	0.6875	N	20.00	5.5	190		-	-	-	20,900	21,527	-	-	-	-	-									
2111: Instructional Aide & Other Salaries	105	1052111	New	2025-26	HOURLY	INSTRUCTIONAL AIDE 6	INSTRUCTIONAL AIDE	0.6875	N	22.00	5.5	190		-	-	-	22,990	23,680	-	-	-	-	-									
2111: Instructional Aide & Other Salaries	106	1062111	New	2026-27	HOURLY	INSTRUCTIONAL AIDE 7	INSTRUCTIONAL AIDE	0.6875	N	22.00	5.5	190		-	-	-	-	22,990	-	-	-	-	-									
2200: Classified Support Salaries	40	402200	New	2022-23	HOURLY	CUSTODIAN 1	CUSTODIAN	1	Y	18.00	8	230		33,120	34,114	35,137	36,191	37,277	7,000	7,350	7,718	8,103	8,509									
2200: Classified Support Salaries	41	412200	New	2024-25	HOURLY	CUSTODIAN 2	CUSTODIAN	0.625	N	20.00	5	230		-	-	23,000	23,690	24,401	-	-	-	-	-									
2200: Classified Support Salaries	42	422200	New	2023-24	HOURLY	PARENT LIAISON	PARENT LIAISON	1	Y	22.00	8	200		-	35,200	36,256	37,344	38,464	-	7,000	7,350	7,718	8,103									
2300: Classified Supervisors' & Administrat	50	502300	New	2022-23	SALARY	OPERATIONS MANAGER	OPERATIONS MANAGER	1	Y	65,000.00				65,000	66,950	68,959	71,027	73,158	7,000	7,350	7,718	8,103	8,509									
2400: Classified Office Staff Salaries	51	512400	New	2022-23	HOURLY	OFFICE ASSISTANT 1	OFFICE ASSISTANT	1	Y	18.00	8	240		34,560	35,597	36,665	37,765	38,898	7,000	7,350	7,718	8,103	8,509									
2400: Classified Office Staff Salaries	52	522400	New	2025-26	HOURLY	OFFICE ASSISTANT 2	OFFICE ASSISTANT	0.625	N	20.00	5	240		-	-	-	24,000	24,720	-	-	-	-	-									

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Schedule D - Expense

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180	232	284	336	336
9	11	16	19	20
3%	3%	3%	3%	3%

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2022-23 Trend

Object Code	Description	Increase by	Unit \$	Unit #	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	Comments
4000 Series, Books & Supplies										
4111: Core Curricula Materials										
4111	Textbooks	Change in the Number of Students	\$ 200.00	180	36,000	10,400	10,400	10,400	5,200	
4111										
4111										
Total, 4111: Core Curricula Materials		Enrollment			\$ 36,000	\$ 10,400	\$ 10,400	\$ 10,400	\$ 5,200	
4211: Books & Other Reference Materials										
4211	Other Books - novels, teacher reference	Enrollment	\$ 50.00	180	9,000	11,600	14,200	16,800	16,800	
4211										
Total, 4211: Books & Other Reference Materials		Enrollment			\$ 9,000	\$ 11,600	\$ 14,200	\$ 16,800	\$ 16,800	
4311: Student Materials										
4311	New Tech Network Curriculum including LMS	Constant	\$ 25,000.00	1	25,000	25,000	15,000	15,000	15,000	Includes Implementation costs in Y1-Y2; Echo System - included in NTN \$12/student
4311	BrainPop	COLA & Enrollment Growth	\$ 1,800.00	1	1,800	2,390	3,013	3,672	3,782	
4311	StudySync	COLA & Enrollment Growth	\$ 1,000.00	1	1,000	1,328	1,674	2,040	2,101	
4311	Consumable Materials	COLA & Enrollment Growth	\$ 25.00	180	4,500	5,974	7,532	9,179	9,454	
4311	Assessments	COLA & Enrollment Growth	\$ 10.00	180	1,800	2,390	3,013	3,672	3,782	
4311	College Preparatory Math Curriculum (CPM), Math Vision Project, McDougal College Prep Math				-					Free Programs
4311	NGSS Integrated Model, Quill									Free Programs
4311										
Total, 4311: Student Materials		Teacher Growth			\$ 34,100	\$ 37,081	\$ 30,232	\$ 33,562	\$ 34,119	
4351: Office Supplies										
4351	Office Supplies	Enrollment	\$ 50.00	180	9,000	11,600	14,200	16,800	16,800	
4351										
Total, 4351: Office Supplies		Enrollment			\$ 9,000	\$ 11,600	\$ 14,200	\$ 16,800	\$ 16,800	
4371: Custodial Supplies										
4371	Custodial Supplies	Enrollment	\$ 40.00	180	7,200	9,280	11,360	13,440	13,440	
4371										
4371										
Total, 4371: Custodial Supplies		Enrollment			\$ 7,200	\$ 9,280	\$ 11,360	\$ 13,440	\$ 13,440	
4391: Food (Non Nutrition Program)										
4391	Preliminary Estimate	Enrollment								
4391										
Total, 4391: Food (Non Nutrition Program)		Enrollment			\$ -	\$ -	\$ -	\$ -	\$ -	
4392: Uniforms										
4392	Preliminary Estimate	Enrollment								
4392										
Total, 4392: Uniforms		Enrollment			\$ -	\$ -	\$ -	\$ -	\$ -	
4393: PE & Sports Equipment										
4393	PE & Sports equipment, PE Clothes	Enrollment	\$ 30.00	180	5,400	6,960	8,520	10,080	10,080	

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9	11	16	19	20
3%	3%	3%	3%	3%

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2022-23 Trend

Object Code	Description	Increase by	Unit \$	Unit #	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	Comments
5451	Insurance	COLA & Enrollment Growth	\$ 150.00	180	27,000	35,844	45,194	55,073	56,726	
5451										
Total, 5451: General Insurance		COLA & Enrollment Growth			\$ 27,000	\$ 35,844	\$ 45,194	\$ 55,073	\$ 56,726	
5511: Utilities										
5511	Utilities	COLA & Enrollment Growth			-	-	-	-	-	Included in lease cost
5511										
Total, 5511: Utilities		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5599: Other Facility Operations & Utilities										
5599	Preliminary Estimate	COLA & Enrollment Growth								
5599										
Total, 5599: Other Facility Operations & Utilities		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5611: School Rent - Private Facility										
5611	Private Facility Rent (Total From Schedule A - SB740)				220,140	253,161	291,135	334,805	344,850	
Total, 5611: School Rent - Private Facility		COLA & Enrollment Growth			\$ 220,140	\$ 253,161	\$ 291,135	\$ 334,805	\$ 344,850	
5619: Other Facility Rentals										
5619	Preliminary Estimate									
Total, 5619: Other Facility Rentals		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5621: Equipment Lease										
5621	Copier Lease	COLA & Enrollment Growth	\$ 400.00	12	4,800	5,735	6,508	7,931	8,168	partial copier use included in lease cost
5621										
Total, 5621: Equipment Lease		COLA & Enrollment Growth			\$ 4,800	\$ 5,735	\$ 6,508	\$ 7,931	\$ 8,168	
5631: Vendor Repairs										
5631	Minor Repairs	COLA & Enrollment Growth	\$ 400.00	12	4,800	6,372	8,035	9,791	10,085	
5631										
Total, 5631: Vendor Repairs		COLA & Enrollment Growth			\$ 4,800	\$ 6,372	\$ 8,035	\$ 9,791	\$ 10,085	
5812: Field Trips & Pupil Transportation										
5812	Field Trips	COLA & Enrollment Growth	\$ 30.00	180	5,400	7,169	18,078	22,029	22,690	Double in Year 3
5812										
Total, 5812: Field Trips & Pupil Transportation		COLA & Enrollment Growth			\$ 5,400	\$ 7,169	\$ 18,078	\$ 22,029	\$ 22,690	
5821: Legal										
5821	Legal Fees	COLA & Enrollment Growth	\$ 10,000.00	1	10,000	13,276	16,739	20,398	21,009	
5821										
Total, 5821: Legal		COLA & Enrollment Growth			\$ 10,000	\$ 13,276	\$ 16,739	\$ 20,398	\$ 21,009	
5823: Audit										
5823	Annual Audit	Expense COLA	\$ 5,000.00	1	5,000	10,300	10,609	10,927	11,255	
5823										
Total, 5823: Audit		COLA & Enrollment Growth			\$ 5,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255	
5831: Advertisement & Recruitment										
5831	Student Recruitment	Expense COLA	\$ 5,000.00	1	5,000	5,150	5,305	5,464	5,628	

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180	232	284	336	336
9	11	16	19	20
3%	3%	3%	3%	3%

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2022-23 Trend

Object Code	Description	Increase by	Unit \$	Unit #	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	Comments
5831	Staff Recruitment	Expense COLA	\$ 5,000.00	1	5,000	5,150	5,305	5,464	5,628	
5831										
Total, 5831: Advertisement & Recruitment		Expense COLA			\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255	
5841: Contracted Substitute Teachers										
5841	Substitute Teachers	COLA & Enrollment Growth	\$ 230.00	49	11,178	14,839	18,710	22,800	23,484	3% absence rate
5841										
Total, 5841: Contracted Substitute Teachers		COLA & Enrollment Growth			\$ 11,178	\$ 14,839	\$ 18,710	\$ 22,800	\$ 23,484	
5842: Special Education Services										
5842	Outsourced special ed services including specialists, therapists, psychologist, etc.	COLA & Enrollment Growth	\$ 950.00	180	41,000	86,500	50,083	95,065	70,037	Increases to \$1,200 per student - including 3 Sped teachers (Y1, Y3, Y5) and 1/2 Counselor salary
5842										
5842										
Total, 5842: Special Education Services		COLA & Enrollment Growth			\$ 41,000	\$ 86,500	\$ 50,083	\$ 95,065	\$ 70,037	
5843: Non Public School										
5843	Preliminary Estimate	COLA & Enrollment Growth								
Total, 5843: Non Public School		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5844: After School Services										
5844	Preliminary Estimate	COLA & Enrollment Growth								
Total, 5844: After School Services		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5849: Other Student Instructional Services										
5849	Preliminary Estimate	COLA & Enrollment Growth								
Total, 5849: Other Student Instructional Services		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5852: PD Consultants & Tuition										
5852	PD Consultants	COLA & Enrollment Growth	\$ 5,000.00	1	5,000	6,638	8,369	10,199	10,505	
5852										
Total, 5852: PD Consultants & Tuition		COLA & Enrollment Growth			\$ 5,000	\$ 6,638	\$ 8,369	\$ 10,199	\$ 10,505	
5854: Nursing & Medical (Non-IEP)										
5854	Preliminary Estimate	COLA & Enrollment Growth								
Total, 5854: Nursing & Medical (Non-IEP)		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5859: All Other Consultants & Services										
5859	IT Consultant	COLA & Enrollment Growth	\$ 10,000.00	1	10,000	13,276	16,739	20,398	21,009	
5859	ExED Preliminary Estimate	ExED COLA & Enrollment	\$ 66,000.00	1	66,000	80,388	98,160	115,843	121,635	22-23 Fee is 4.5% of LCFF Base Revenue
5859					-	-	-	-	-	
5859										
Total, 5859: All Other Consultants & Services		COLA & Enrollment Growth			\$ 76,000	\$ 93,664	\$ 114,899	\$ 136,240	\$ 142,644	
5861: Non Instructional Software										
5861	Admin Software	COLA & Enrollment Growth	\$ 20.00	180	3,600	4,779	6,026	7,343	7,563	
5861	SIS Software	COLA & Enrollment Growth	\$ 12,000.00	1	12,000	8,000	10,087	12,292	12,661	Y1 includes set-up
Total, 5861: Non Instructional Software		COLA & Enrollment Growth			\$ 15,600	\$ 12,779	\$ 16,113	\$ 19,635	\$ 20,224	

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9	11	16	19	20
3%	3%	3%	3%	3%

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2022-23 Trend

Object Code	Description	Increase by	Unit \$	Unit #	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	Comments
5865: Fundraising Cost										
5865	Preliminary Estimate	COLA & Enrollment Growth								
5865										
Total, 5865: Fundraising Cost		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5871: District Oversight Fees										
5871	District Oversight Fee	COLA & Enrollment Growth			16,441	21,754	27,641	33,419	34,092	
Total, 5871: District Oversight Fees		COLA & Enrollment Growth			\$ 16,441	\$ 21,754	\$ 27,641	\$ 33,419	\$ 34,092	
5872: Special Education Fees (SELPA)										
5872	LACOE SELPA, 1st Year Fee	COLA & Enrollment Growth	2.50%		10,784	14,305	17,538	20,770	20,888	Includes Federal Fee
Total, 5872: Special Education Fees (SELPA)		COLA & Enrollment Growth			\$ 10,784	\$ 14,305	\$ 17,538	\$ 20,770	\$ 20,888	
5881: Intra-Agency Fees										
5881	Preliminary Estimate	COLA & Teacher Growth								
Total, 5881: Intra-Agency Fees		COLA & Teacher Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5895: Bad Debt Expense										
5895	Preliminary Estimate	COLA & Enrollment Growth								
Total, 5895: Bad Debt Expense		COLA & Enrollment Growth			\$ -	\$ -	\$ -	\$ -	\$ -	
5899: All Other Expenses										
5899	Employee Fingerprinting	Change in the Number of Teachers	\$ 80.00	15	1,175	590	1,120	800	270	
5899	Paycom		\$ 15.00	323	4,847	6,064	8,374	10,024	10,581	
5899	Other Fees	COLA & Enrollment Growth	\$ 15.00	180	2,700	3,584	4,519	5,507	5,673	
5899										
Total, 5899: All Other Expenses		COLA & Enrollment Growth			\$ 8,722	\$ 10,238	\$ 14,013	\$ 16,331	\$ 16,523	
5911: Office Phone										
5911	Office Phone	Expense COLA	\$ 150.00	12	1,800	1,854	1,910	1,967	2,026	
5911										
Total, 5911: Office Phone		Expense COLA			\$ 1,800	\$ 1,854	\$ 1,910	\$ 1,967	\$ 2,026	
5913: Mobile Phone										
5913	Staff Mobile Phone Fees	COLA & Enrollment Growth	\$ 270.00	12	3,240	4,301	5,423	6,609	6,807	
5913										
5913										
5913										
Total, 5913: Mobile Phone		Expense COLA			\$ 3,240	\$ 4,301	\$ 5,423	\$ 6,609	\$ 6,807	
5921: Internet										
5921	School Internet	Enrollment	\$ 900.00	12	10,800	12,528	15,336	18,144	18,144	
5921										
Total, 5921: Internet					\$ 10,800	\$ 12,528	\$ 15,336	\$ 18,144	\$ 18,144	
5923: Website Hosting										
5923	Website	Expense COLA	\$ 75.00	12	900	927	955	983	1,013	

MAYACAMAS CHARTER MIDDLE SCHOOL

Schedule D - Expense

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Click [here](#) for instructions.

[Go to Historical Expenditure Data](#)

[Go to GL](#)

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180	232	284	336	336
9	11	16	19	20
3%	3%	3%	3%	3%

[Go to School Info Tab](#)

[Go to Unit Cost Chart](#)

[Go to Increase By Chart](#)

2022-23 Trend

Object Code	Description	Increase by	Unit \$	Unit #	2022-23 Trend	2023-24	2024-25	2025-26	2026-27	Comments
5923					-					
5923										
5923										
Total, 5923: Website Hosting		Expense COLA			\$ 900	\$ 927	\$ 955	\$ 983	\$ 1,013	
5931: Postage & Shipping										
5931	Postage and shipping	COLA & Enrollment Growth	\$ 350.00	12	4,200	5,576	7,030	8,567	8,824	
5931										
5931										
5931										
Total, 5931: Postage & Shipping		Expense COLA			\$ 4,200	\$ 5,576	\$ 7,030	\$ 8,567	\$ 8,824	
Total, 5000 Series					\$ 500,778	\$ 636,784	\$ 716,459	\$ 876,542	\$ 875,704	

MAYACAMAS CHARTER MIDDLE SCHOOL

Staffing Counts

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FTE Count

1110: Teachers' Salaries
 1120: Teachers' Hourly
 1170: Teachers' Salaries - Substitute
 1175: Teachers' Salaries - Stipend/Extra Duty
 1211: Certificated Pupil Support - Librarians
 1213: Certificated Pupil Support - Guidance & Counseling
 1215: Certificated Pupil Support - Psychologist
 1299: Certificated Pupil Support - Other
 1300: Certificated Supervisors' & Administrators' Salaries
 1900: Other Certificated Salaries
 2111: Instructional Aide & Other Salaries
 2121: After School Staff Salaries
 2131: Classified Teacher Salaries
 2200: Classified Support Salaries
 2300: Classified Supervisors' & Administrators' Salaries
 2400: Classified Office Staff Salaries
 2900: Other Classified Salaries
Total, 1000 Series
Total, 2000 Series
Total

2022-23 Trend	2023-24	2024-25	2025-26	2026-27
9	11	16	19	20
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
1	1	1	1	1
-	-	-	-	-
-	-	-	-	-
1	1	1	1	1
-	-	-	-	-
1	1	3	4	5
-	-	-	-	-
-	-	-	-	-
1	2	3	3	3
1	1	1	1	1
1	1	1	2	2
-	-	-	-	-
10	12	17	20	21
5	6	8	10	11
14.69	18.38	25.38	30.38	32.06

MAYACAMAS CHARTER MIDDLE SCHOOL*Receivable Sales*

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Click [here](#) for instructions.[Go to CY Cash Flow](#)

Reference (e.g. RSU Date if applicable)	Purchase Date (PD)	Description	Distribution Date (DD)	Face Value	Discount %	Fee	PD Month	PD Year	DD Month	DD Year
	7/1/2022	October GP	10/1/2022	165,000	7%	\$11,550	7	2022	10	2022
	11/1/2022	January GP	1/1/2023	75,000	7%	\$5,250	11	2022	1	2023
	2/1/2023	June GP	6/1/2023	50,000.00	7%	\$3,500	2	2023	6	2023
	5/1/2023	July GP	7/1/2023	199,792	7%	\$13,985	5	2023	7	2023
	7/1/2023	October GP	10/1/2023	90,000	7%	\$6,300	7	2023	10	2023
	10/1/2023	January GP	1/1/2024	100,000	7%	\$7,000	10	2023	1	2024
				-		\$0	1	1900	1	1900
				-		\$0	1	1900	1	1900
				-		\$0	1	1900	1	1900



EXHIBIT 3

Evidence of the NVUSD Board of Trustees' Denial of the
MCMS Charter Petition

Board of Education

Napa Valley USD

December 09, 2021 7:00PM

REGULAR MEETING - Board Room 2425 Jefferson Street, Napa, CA 94558

**PUBLIC PARTICIPATION REMAINS VIRTUAL/ONLINE ONLY DUE TO COVID-19
VIA ZOOM (INSTRUCTIONS AVAILABLE AT nvusd.org/board)**

A. Call to Order in Open Session at 4:30 PM (Procedural Item)

B. Reorganization of the Board (Action Item)

**B.1. Annual Organization of the Board of Education Election of
Governing Board Officers for 2022 (Action Item)**

B.1.a. Nomination of the President (Action Item)

B.1.b. Nomination of the Vice President (Action Item)

B.1.c. Nomination of the Clerk (Action Item)

**B.1.d. Appointment of Superintendent as Secretary to the Board of
Education (Action Item)**

**B.2. Adoption of the Board of Education Regular Board Meeting Calendar
for 2022-23 (Action Item)**

Rationale:

See attached calendar.

Recommended Motion:

Approval of the NVUSD Regular Session Board of Education Meetings for the 2022-23 school year, as specified, with open session of the meetings to commence at 7:00 PM.

Attachments:

2022-2023 NVUSD Board Meeting Calendar

**B.3. Board Member Liaisons and Representatives to Specified
Committees for 2022 (Action Item)**

B.3.a. Curriculum and Student Support Committee (Action Item)

Rationale:

A primary goal of the Board of Education is to support student achievement by continuing to expand curriculum development, assessment systems, professional development opportunities and programs that support student success for the organization. This committee works to ensure actions taken by district staff support the vision for student achievement and high quality teaching and learning. The committee meets monthly.

Three board representatives are needed for this advisory committee. The lead assigned staff representative to this committee is the Assistant Superintendent of Instructional Support Services.

Recommended Motion:

Approval of the 2022 Curriculum and Student Support Committee.

B.3.b. Facilities and Technology Committee (Action Item)

Rationale:

The goal of the Board of Education is to ensure that district facilities and technology support classroom instruction as well as District operations. Because of the high demand of facilities and technology projects occurring within the district, this committee meets every other month. The calendar of meetings is set by the committee and is aligned with Board meeting dates to ensure that the facilities and technology project needs are met in a timely manner.

Three board representatives are needed for this advisory committee. The lead assigned staff representatives to this committee are the Assistant Superintendent of Business Services and the Assistant Superintendent of Operational Services.

Recommended Motion:

Approval of the 2022 Facilities and Technology Committee.

B.3.c. Finance Committee (Action Item)

Rationale:

The goal of the Board of Education is to ensure fiscal solvency of the district and accountability by adopting and monitoring a budget that allows the District to effectively and efficiently achieve the results described in the vision for improving student achievement. The committee reviews the budget close for the previous year first interim, second interim, and the budget model proposed for adoption. The committee meetings center around the budget development calendar and thus call for quarterly meetings.

Three board representatives are needed for this advisory committee. The lead assigned staff representative to this committee is the Assistant Superintendent of Business Services.

Recommended Motion:

Approval of the 2022 Finance Committee.

B.3.d. Policy Committee (Action Item)

Rationale:

The policy committee meets to review and update Board policies to ensure alignment with current mandates and state and federal requirements. The work of this committee ensures that district policies remain current and that updates are ongoing. This committee also considers new policies being proposed at the local level. The committee meets five times a year.

Three board representatives are needed for this advisory committee. The lead assigned staff representative to this committee is the Superintendent.

Recommended Motion:

Approval of the 2022 Policy Committee.

**B.3.e. Community Advisory Committee Special Education (CAC)
(Action Item)**

Rationale:

Each Special Education Local Plan Area (SELPA) shall establish a Community Advisory Committee for Special Education (CAC). The committee shall serve only in an advisory capacity. CAC responsibilities include recommending annual priorities to be addressed by the plan, assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan, encouraging community involvement in the development and review of the local plan, supporting activities on behalf of individuals with exceptional needs and assisting in parent awareness of the importance of regular school attendance. (Ed Code Sections 56190 and 56194)

Recommended Motion:

Approval of the 2022 Community Advisory Committee Special Education (CAC).

B.3.f. City of American Canyon Liaison Representatives (Action Item)

Rationale:

Representatives of the City of American Canyon and the Napa Valley Unified School District meet 2-4 times a year to collaborate and discuss issues that impact both agencies in an effort to improve services and coordination of efforts for our community stakeholders.

Recommended Motion:

Approval of the 2022 City of American Canyon Liaison Representatives.

B.3.g. City of Napa Liaison Representatives (Action Item)

Rationale:

Representatives of the City of Napa and the Napa Valley Unified School District meet 2-4 times a year to collaborate and discuss issues that impact both agencies in an effort to improve services and coordination of efforts for our community stakeholders.

Recommended Motion:

Approval of the 2022 City of Napa Liaison Representatives.

B.3.h. Town of Yountville Liaison Representatives (Action Item)

Rationale:

Representatives of the Town of Yountville and the Napa Valley Unified School District meet 2-4 times a year to collaborate and discuss issues that impact both agencies in an effort to improve services and coordination of efforts for our community stakeholders.

Recommended Motion:

Approval of the 2022 Town of Yountville Liaison Representatives.

B.4. Signature Authorizations/Register of Official Signatures of Governing Board Members (Action Item)

Rationale:

Annual action authorizing administrators to sign documents on behalf of the Napa Valley Unified School District.

Education Code Section 42633 requires that the signatures of the members of the governing board of a school district authorized to sign orders in its name must be on file in the Office of the County Superintendent of Schools.

Recommended Motion:

Approval of Signature Authorizations.

Attachments:

- Clerk's Cert, Asst Supt BS 2022
- Clerk's Cert, Asst Supt HR 2022
- Clerk's Cert, Asst Supt ISS 2022
- Clerk's Cert, Asst Supt OS 2022
- Clerk's Cert, Superintendent 2022
- Resolution Sign Auth Supt
- Resolution Sign Auth, Asst Supt BS
- Resolution Sign Auth, Asst Supt HR
- Resolution Sign Auth, Asst Supt ISS
- Resolution Sign Auth, Asst Supt OS

B.5. Board Monthly Stipend Increase (Action Item)

Rationale:

Pursuant to Education Code Section 35120, for a district the size of the Napa Valley Unified School District, Governing Board members who attend all board meetings (unless excused) are entitled to compensation. The Governing Board may increase this monthly stipend on an annual basis in an amount not to exceed 5%. The Governing Board's current monthly stipend is \$441. An increase of 5% would adjust the monthly stipend for governing board members to \$463 per month. Increase to be effective January 1, 2022.

Financial Impact:

Financial Impact: \$1,848.00 Funding Source: General Fund

Recommended Motion:

Approval of Board Monthly Stipend Increase.

C. Public Comments on Closed Session - Notice is hereby given that a closed session of the Board of Education will be held under the general provisions of Govt. Code Section 54957. This opportunity is provided to allow the public to comment prior to the Board's consideration (Govt. Code Section 54954.3) (Procedural Item)

D. Adjourn to Closed Session - The Board will hold a closed session to consider and/or take action upon any of the following items: (Procedural Item)

E. Closed Session Agenda (Procedural Item) 

E.1. Student Discipline - With respect to every item of business to be discussed in closed session pursuant to Ed Code 35146 and 48912;20, Govt. Code Section 49060 and 49078 and the Family Rights and Privacy Act (U.S.C. Section 1232g): STUDENT MATTERS-Potential student expulsions and/or student re-entry. (Action Item)!

E.1.a. Suspended Expulsions- Number of Cases:2 (Action Item)!

E.1.a.1. Recommendation for Suspended Expulsion for Student 12092021A (Action Item)!

E.1.a.2. Recommendation for Suspended Expulsion for Student 12092021B (Action Item)!

E.1.b. Expulsions- Number of Cases: 2 (Action Item)!

E.1.b.1. Request for Continuance of Extension of Hearing to Potential Student Expulsion 12092021C (Action Item)!

E.1.b.2. Request for Continuance of Extension of Hearing to Potential Student Expulsion 12092021D (Action Item)!

E.1.c. Re-Admitted Expulsions- Number of Cases: 0 (Action Item)!

E.2. Personnel (Procedural Item)!

E.2.a. Public Employee Appointment/Employment (Government Code Section 54957[b]) (Action Item)!

E.2.a.1. Appointment of the Interim Principal of Bel Aire Elementary School (Action Item)!

E.2.b. Public Employee Discipline/Dismissal/Release/Assignments (Government Code Section 54956.8) (Action Item)!

E.2.c. Public Employee Performance Evaluation (Government Code Section 54957[b]) (Action Item)!

E.2.c.1. Superintendent Evaluation (Action Item)

E.3. Conference with Labor Negotiator pursuant to Section 54957[a]: Agency Negotiator: Dana Page, Assistant Superintendent. Name of organizations representing employees: Gayle Young, NVEA; Hector Gallegos, CSEA #184; Lesley Walder, NAPS (Procedural Item)!

E.4. Conference on Real Property (Government Code 54956.8) (Procedural Item)!

E.5. Conference with Legal Counsel - Anticipated Litigation (Government Code Section 54956.9)-Number of Cases: 1 (Action Item)!

E.6. Initiation of Litigation (Government Code Section 54956.9(d))- Number of cases: 0 (Action Item)!

E.7. Existing Litigation (Government Code Section 54956.9)- Number of cases: 0 (Action Item)!

E.8. Liability Claims- Number of Cases: 5 (Procedural Item)!

F. Reconvene to Open Session - 7:00 PM (Procedural Item)

F.1. Report on Closed Session Items (Procedural Item)

F.2. Flag Salute (Procedural Item)

F.3. Announcement (Procedural Item)

Quick Summary / Abstract:

.....
This meeting is live streamed and recorded via Zoom and will be archived

on the District YouTube channel. For a detailed review of any meeting agenda item, the archived video can be referenced and located on the district web page at nvusd.org. The public can join the virtual board meeting remotely via Zoom. Participation instructions and the process for public comment can be found on the district web page.

F.4. Approval of Agenda (Procedural Item)

F.5. Approval of Minutes (Procedural Item)

F.5.a. Approval of Minutes: November 18, 2021 (Action Item)

Recommended Motion:

Approval of Minutes.

Attachments:

Meeting Minutes 11.18.21

F.5.b. Approval of Minutes: November 30, 2021 (Action Item)

Recommended Motion:

Approval of Minutes.

Attachments:

Meeting Minutes 11.30.21

F.6. Recognition of Visitors & Employee Organizations (Procedural Item)

G. Recognition of Students of the Month (Procedural Item)

G.1. Vintage High School: November, Owen Chappellet; December, Mia Meadows (Information Item)

Quick Summary / Abstract:

Recognition of Students of the Month Sponsored by Napa Valley Education Foundation.

G.2. New Technology High School: November, Hallie Lloyd; December, Alisha Cilluffo (Information Item)

Quick Summary / Abstract:

Recognition of Students of the Month Sponsored by Napa Valley Education Foundation.

H. Public Comments on Non-Agenda Items (Procedural Item)

Quick Summary / Abstract:

Members of the audience may address the Board on any school-related matter that is not on the agenda. The Board will not take action on any issue raised during this section of the agenda inasmuch as Board action is limited to posted agenda items. Speakers are requested to limit their comments to a maximum of three minutes.

I. Reports (Information Item)

I.1. Board of Education and Student Board Representative (Information Item)

I.2. Board Representatives Reports (Information Item)

I.2.a. Curriculum & Student Support Committee: David T. Gracia, Eve Ryser, Cindy Watter (Information Item)

I.2.b. Facilities & Technology Committee: Jason Dooley, David T. Gracia, Robin Jankiewicz (Information Item)

I.2.c. Finance Committee: Lisa Chu, Elba Gonzalez-Mares, Robin Jankiewicz (Information Item)

I.2.d. Policy Committee: Lisa Chu, Jason Dooley, Cindy Watter (Information Item)

I.2.e. Special Education Community Advisory Committee (CAC): Eve Ryser (Information Item)

I.2.f. City of American Canyon Liaison Representatives: Lisa Chu, Eve Ryser (Information Item)

I.2.g. City of Napa Liaison Representatives: Robin Jankiewicz, Cindy Watter (Information Item)

I.2.h. Town of Yountville Liaison Representatives: David T. Gracia, Robin Jankiewicz (Information Item)

I.3. Superintendent and Executive Staff (Information Item)

J. Approval of Consent Agenda (Consent Agenda)

Quick Summary / Abstract:

Background information on these items is provided to the Board prior to the meeting. A common motion takes action without discussion on roll call vote unless discussion of item(s) is requested by the Board member(s).

J.1. General Services (Consent Item)

J.1.a. Consultant Services Contracts up to \$15,000.00 Listing (Consent Item)

Rationale:

See attached listing by vendor.

Financial Impact:

See attached listing by vendor.

Recommended Motion:

Approval of Consultant Services Contracts up to \$15,000.00 Listing.

Attachments:

Consultant Services Contract List

J.1.b. Field Trips (Long Distance, Overnight, Water Activity) (Consent Item)

Rationale:

In adherence to administrative regulation 6153 regarding school-sponsored trips, the Napa Valley Unified School District requires district personnel to seek board approval in advance for all trips involving overnight travel, trips over 100 miles from the district, or trips by commercial air and commercial water transportation.

Financial Impact:

See attached list for the cost of each unique field trip.

Recommended Motion:

Approval of field trips for elementary and secondary students as specified.

Attachments:

Field Trip Request Listing

J.2. Human Resources (Consent Item)

J.2.a. Human Resources Personnel Document (Consent Item)

Rationale:

The following Personnel Document reports details of Certificated, Classified, Adult Education and Coaches employment and terminations, along with changes to assignments and requests for leave.

Recommended Motion:

Approval of the Human Resources Personnel Document.

Attachments:

- Adult Education
- Certificated
- Classified
- Coaches

J.3. School Planning and Construction (Consent Item)

J.3.a. SPC#9.1-22 Request for Approval of Annual Developer Fee Report for Fiscal Year 2020-21 (Consent Item)

Rationale:

State Government Code Section 66001 & 66006 requires public agencies which levy development fees, to submit to the governing board an annual report. Attached is the annual analysis, for Fiscal Year 2020-21, of the developer fee account (Fund 25) for the District.

Financial Impact:

Not Applicable

Recommended Motion:

Approval of Annual Developer Fee Report for Fiscal Year 2020-21

Attachments:

- Developer Fee Report

J.3.b. Ratification of California Uniform Public Construction Cost Accounting Act (CUPCCAA) Listing (Consent Item)

Rationale:

Per the California Uniform Public Construction Cost Accounting Act (CUPCCAA), District staff shall report a listing of the construction contracts issued under the “Informal” and “Formal” contract thresholds for CUPCCAA. The following list is for the Board’s review and ratification

Financial Impact:

See attached listing

Recommended Motion:

Approval of California Uniform Public Construction Cost Accounting Act (CUPCCAA) Listing

Attachments:

- CUPCCAA Listing - November 2021

J.3.c. SPC#19.16-20 Request for Change Order #1 to Arntz Builders

for the American Canyon Middle School Student Commons Project (Consent Item)

Rationale:

Change order #1 to Arntz Builders includes costs associated with changes to the project scope due to Division of the State Architect (DSA) review as well as a credit for kitchen equipment.

During the design review phase with DSA it was determined that the existing main campus entrance and drop off area did not meet current ADA (Americans with Disabilities Act) code for site accessibility. Because of these issues, the design team made revisions to the project plans to include the demolition and reconstruction of the drop off area to meet current code requirements. This work was not included in the original project scope, but is required by DSA. Also included in this change order is a credit for changes to the specified kitchen equipment to meet District standards.

Financial Impact:

Financial Impact: \$146,535.69 (1.1% of the original contract)

Funding Source: Measure H, Fund 21

The total cumulative change orders for the American Canyon Middle School Student Commons are in the amount of \$146,535.69 or 1.1% of the original contract, as this is the first change order. The contingency carried in the project budget, for the contract with Arntz Builders, is 5% of the original contract.

Recommended Motion:

Approval of Change Order #1 to Arntz Builders for the American Canyon Middle School Student Commons

Attachments:

ACMS Student Commons CO1 for Arntz

J.3.d. SPC 18.53-20 Request for Add Service to TLCD Architects for Campus Modernization Projects (Consent Item)

Rationale:

Per Board approval in December 2019 and subsequent approvals, TLCD Architecture has provided design services for the Campus Modernization projects at Alta Heights, Donaldson Way, Napa Valley Language Academy, and Silverado Middle. TLCD is requesting an augment to their existing contract for additional services to resolve the certification of a previously completed project at the NVLA campus. In order to obtain Division of the State Architect (DSA) plan approval for the campus modernization project at NVLA the district is required to resolve all outstanding uncertified projects at the site. A previous project from 2004 was not certified due to missing paperwork not submitted to DSA. TLCD will work with their consultants and DSA staff to create a post-construction evaluation plan to resolve the certification of the 2004 project. Any additional work that may be required in order

to certify the previous project will be added to the current Campus Modernization project at the site.

Financial Impact:

Financial Impact: Not to exceed \$45,000.00 Funding Source:
Measure H, Fund 21

Recommended Motion:

Approval of Add Service 4 to TLCD Architects for the Campus Modernization Projects

Attachments:

TLCD Campus Mod Add Service 4

K. Presentations and Discussion Items (Discussion Item)

K.1. General Services (Discussion Item)

K.1.a. Public Hearing: School Board Trustee Area Redistricting 2021 (Action Item)

Rationale:

The Board of Education will be holding a public hearing to receive public comments and input from communities of interest (COI) in the Napa Valley Unified School District. The District's redistricting consultants, Q2 Data and Research, LLC, will facilitate the hearing by providing information about communities of interest and being available to answer questions about the decennial redistricting process underway based on the 2020 census data. Members of the public are welcome and encouraged to provide live comments at the public hearing and are also welcome and encouraged to submit written comments before, during or after the public hearing. For more information on how to submit input after the public hearing, please go to <https://www.nvusd.org/redistricting>.

Attachments:

NVUSD Visualizations Dec 9, 2021

K.2. Business Services (Discussion Item)

K.2.a. Presentation on 2021-22 First Interim Report (Information Item)

Quick Summary / Abstract:

The Business Office will present the 2021-22 First Interim Report.

Attachments:

First Interim Presentation

L. Action Items (Action Item)

L.1. Business Services (Action Item)

L.1.a. 2021-22 First Interim Report (Action Item)

Rationale:

AB-2861 (Chapter 1150, 1986) requires the Napa Valley Unified School District to submit interim fiscal reports. The First Interim Report reflects budget adjustments and actual receipt of revenue and District expenditures through October 31st. Attached are the summary State

SACS reports for the General Fund, Charter Schools, Adult Ed and other funds.

Financial Impact:

Recommended Motion:

Approval of the 2021-22 First Interim Report.

Attachments:

First Interim

L.1.b. Final Action on Mayacamas Charter Middle School Petition (Action Item)

Rationale:

Pursuant to Education Code section 47605(b), the Board of Trustees must either grant or deny the Charter Petition to establish Mayacamas Charter Middle School. NVUSD Staff will present its findings on the Petition and recommendation to the Board, after which Petitioners shall be allowed equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings.

On September 15, 2021, the District received a petition from Napa Foundation for Options in Education seeking to establish a new public charter school, to be called Mayacamas Charter Middle School. On November 4, 2021, a public hearing was held, providing an opportunity for members of the community to comment on the petition.

Charter petitions must meet a lengthy list of legal criteria set forth in Education Code section 47605. The District convened a staff review team to review the petition and to evaluate whether the program proposed by the petitioners met legal requirements and offered a beneficial program to District students. After thorough evaluation, District staff determined that the petition did not meet legal requirements in key areas and should be denied. Findings of fact to support the recommendation for petition denial were prepared in a Staff Report. If the Board determines that the Petition should be denied, it will adopt the Staff Report as its findings.

Recommended Motion:

Approval of Final Action on Mayacamas Charter Middle School Petition.

Attachments:

Exhibit A to Resolution

Presentation

Resolution 22-16 Mayacamas Charter

L.2. Human Resources (Action Item)

L.2.a. Humboldt State University MOU for Intern Teacher Program (Action Item)

Rationale:

Students need well prepared teachers. In the event that the District cannot find a fully credentialed teacher, an intern teacher is the closest in their credential program to being fully credentialed. Intern teachers have met certain eligibility requirements, including coursework in education, meeting basic skills and subject competence. The District and University wish to establish this partnership to extend offers of employment to students in University's Secondary Education Intern Program.

Financial Impact:

Intern teachers are required to be assigned an experienced teacher as a mentor. Mentor teachers are paid an annual stipend of \$1,500.

Recommended Motion:

Approval of Humboldt State University Memorandum of Understanding for Intern Teacher Program

Attachments:

Humboldt State University MOU Intern Teacher

L.3. Instructional Services (Action Item)

L.3.a. Educator Effectiveness Block Grant Plan (Action Item)

Rationale:

The Educator Effectiveness Block Grant Plan, introduced to the Board of Education at the November 18th Board Meeting, provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. Amount of funds awarded to Napa Valley Unified School District is \$3,687,637.00 and funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years.

Financial Impact:

No cost to the District

Recommended Motion:

Approval of the Educator Effectiveness Block Grant Plan.

Attachments:

NVUSD 2021 EEF Block Grant Plan

NVUSD 2021 EEF Block Grant Summary Plan

L.3.b. Salvation Army NVAE Contractor Agreement 2021-22 (Action Item)

Rationale:

The independent contractor agreement defines the specific roles and responsibilities for the CTE Culinary Training Academy at the Salvation Army for the 2021-22 school year. The CTE Culinary Training Academy is aligned to the Culinary and Hospitality Pathway, one of the eight pathways provided by Napa Valley Adult Education, as well as the NVUSD Strategic Plan Goal #1 focused on college and career readiness.

Financial Impact:

Not applicable

Recommended Motion:

Approval of the Salvation Army NVAE Contractor Agreement 2021-22.

Attachments:

Salvation Army NVAE Agreement 2021-22

L.4. Operational Services (Action Item)

L.4.a. Request for approval of agreement with Samsara for Bus Fleet Support Services (Action Item)

Rationale:

Samsara is an industry leader in IOT (Internet of Things) for Operations providing the means to increase efficiency, safety and sustainability for our entire fleet of buses and vehicles. These products will provide end to end visibility with real-time GPS tracking, live HD Cameras, live location sharing including student ridership tracking. Student ridership tracking will allow the district to know who is on a bus at any given time, when a student enters/exits a bus and also aid in COVID contact tracing. Products will also include added safety measures to assist the driver including an incident/panic button and the ability for the shop to see in real time OBD (on board diagnostics) codes should a bus display the check engine light.

Our bus and vehicle fleet currently has 4 generations of cameras and support devices that are no longer functioning to a level of desired safety and that needs to be remedied as soon as possible. Samsara would allow us to use the current camera system's full capability and more. Samsara would replace Synovia who we worked with previously. Samsara's products are well reviewed, highly used throughout the county and have a reputation for quality service and support.

Initial start up costs will be required to outfit 40 buses and vehicles with the appropriate equipment to support the system. Samara provides all equipment, materials, installation, training of staff and removal of old outdated equipment. First year costs include the annual license fee, annual license sales tax, and shipping and handling expenses. Subsequent annual costs will only include the annual license fee and annual license sales tax.

Financial Impact:

Funding: One time set up costs plus first year of annual license: \$50,053.00. Year two payment and year three payment each : \$49,653.00

Funding Source: AB86 for Initial costs, and annual costs through 2023/24. The following years will be budgeted within the

Transportation annual budget.

Recommended Motion:

Approval of agreement with Samsara for Bus Fleet Support Services

Attachments:

Samsara quote NVUSD Source well 020221-SAM

L.4.b. Maintenance and Operations Disposition of Assets (Action Item)

Rationale:

Maintenance and Operations staff is requesting the approval of the disposition of the eight (8) vehicles listed in the attachment as surplus. The district's investment in modernization of the work fleet within our maintenance department allows for the release of the oldest, most inefficient and/or damaged vehicles. These vehicles are no longer utilized by staff. All accessories have been removed for retention where needed on the newer vehicle fleet.

Financial Impact:

Financial benefit of the disposition includes: reduced fuel costs, disposal of assets by vehicle cost/salvage, and reduced maintenance costs for ongoing service and smog requirements. Vehicles will be sold in a manner to provide most financial benefit to the district.

Recommended Motion:

Approval of Maintenance and Operation disposition of vehicle assets.

Attachments:

Vehicles for Disposition 12.9.21

L.5. School Planning & Construction (Action Item)

L.5.a. SPC#18.55-20 Request to Call for Bids for the Napa High School Gym Roofing and HVAC Project (Action Item)

Rationale:

Upon approval, School Planning and Construction will begin preparations to bid the NHS Gym Roofing and HVAC project, which consists of reroofing and new HVAC systems for the main gym. This work will provide modernized roofing and HVAC systems, consistent with the standards set at past Campus Modernization projects. It serves as a second phase of the improvement done over the 2021 summer, provided an over-all improved environment within the facility. Upon completion of the bidding process staff will return for approval of the final bid amount.

Financial Impact:

Not applicable at this time

Recommended Motion:

Approval to Call for Bids for the Napa High School Gym Roofing and HVAC Project.

L.5.b. SPC#18.54-20 Request to Call for Bids for the Redwood Middle School Gym Roofing and HVAC Project (Action Item)

Rationale:

Upon approval, School Planning and Construction will begin preparations to bid the Redwood Middle School Gym Roofing and HVAC project, which consists of reroofing and new HVAC systems for the main gym. This work will address critical safety issues where structural/roof conditions are impacting the environment within the facility. It will also provide modernized roofing and HVAC system consistent with the standards set at past Campus Modernization projects. Upon completion of the bidding process staff will return for approval of the final bid amount.

Financial Impact:

Not applicable at this time.

Recommended Motion:

Approval to Call for Bids for the Redwood Middle School Gym Roofing and HVAC Project

L.5.c. SPC 15.3-22 Request for approval of Civil Engineering Services for the Fire Water Line Replacement project at Napa High School (Action Item)

Rationale:

Fouk Civil Engineering has provided design services previously for replacement and improvement of fire water lines at the Napa High School campus, supplying water to multiple fire hydrants and buildings. This work will improve the fire water system and address impacts to the system due to past growth at the campus. Now with additional information from a utility location service, Fouk can map underground utilities to allow refinement of the fire system improvements shown on their plans. They will also support the construction process, providing design administration as the work eventually progresses.

Financial Impact:

Financial Impact: \$18,000.00

Funding Source: Fund 25

Recommended Motion:

Approval of civil engineering services for the Fire Water Line Replacement project at Napa High School.

Attachments:

NVUSD Fouk CE NHS Fire System agreement

L.5.d. SPC# 38.65-16 Request for procurement of furnishings for Napa Junction Elementary from KI (Action Item)

Rationale:

KI to provide additional furnishings for the new Napa Junction Elementary campus. Upon moving in and working in the new space a need for additional storage within the classrooms has become clear. This additional shelving will address that need for storage, especially

for in-class books and consumable materials. The pricing for these furnishings is based upon the Association of Educational Purchasing Agencies (AEPA). It is part of the AEPA Invitation for Bid #018-D Furniture, for the State of California. AEPA selection and award standardizes pricing for these products, allowing for State agencies to benefit from a previously completed competitive selection process.

Financial Impact:

Financial Impact: \$9,719.00 Funding Source: Fund 21, Measure H

Recommended Motion:

Approval of Request for procurement of furnishing for Napa Junction Elementary from KI.

Attachments:

NVUSD Bookcase Pricing 21CAM-553963-C Quote

M. Informational (Information Item)

Quick Summary / Abstract:

Items under this section do not require board action.

M.1. General Services (Information Item)

M.1.a. COVID 19 Public Health State Mandates and Guidelines for California TK-12 Public Schools (Information Item)

Rationale:

The Napa Valley Unified School District is required to follow state and county mandates and guidelines established by the California Department of Public Health and Napa County Public Health for operating schools during the COVID-19 global pandemic. This informational item provides the board and the public with the current guidelines being implemented by the school district (which can be viewed

at <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Updated-COVID-19-Testing-Guidance.aspx>) in order to prioritize student and staff safety as mandated. In addition, the item provides facts about the recent announcement from the state that vaccines will be mandated for students in the near future. The vaccine mandate for students cannot go into effect until the semester following full FDA approval. The most recent announcement from CDPH has informed the district that children ages 5-11 are now eligible for the vaccine.

Attachments:

COVID-19 Required School Vaccinations

M.2. Business Services (Information Item)

M.2.a. Enrollment Report (Information Item)

Rationale:

The exhibit presents the 2021-22 enrollments as of 11.30.21.

Attachments:

Enrollment Memo 11.30.21

M.3. Instructional Services (Information Item)

**M.3.a. Stone Bridge Charter Council Minutes July-October 2021
(Information Item)**

Rationale:

As the charter authorizer, the minutes from Stone Bridge Charter Council meetings are presented to the board as an information item. This agenda item includes agenda, minutes and attachments from meetings held between July 2021 and October 2021.

Attachments:

Stone Bridge Charter Council minutes July-Oct 2021

N. Additional Suggestions & Comments from Board Members and Superintendent (Information Item)

O. Future Agenda Items (Information Item)

P. Adjournment (Procedural Item)

Disability Information:

In compliance with the American with Disabilities Act, if special assistance is needed to participate in the meeting, contact the District at 707-253-3512. Notification forty-eight hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to this meeting. The Napa Valley Unified School District is committed to providing accessibility for all. If you experience difficulty accessing content on our website, please contact the NVUSD Communications Office at communications@nvusd.org or (707)259-7525. A staff member will help you resolve the issue or provide the information in an alternative format.

Published: December 3, 2021, 5:47 PM



Resolution NO. 22-16

RESOLUTION OF THE GOVERNING BOARD OF THE NAPA VALLEY UNIFIED SCHOOL DISTRICT TO ADOPT STAFF RECOMMENDATION TO DENY THE PETITION TO ESTABLISH MAYACAMAS CHARTER MIDDLE SCHOOL

WHEREAS, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 *et seq.* and implementing Title 5 of the California Code of Regulations;

WHEREAS, the Napa Valley Unified School District (“District”) received a proposed Petition (“Petition”) on September 15, 2021 to establish a new charter school named Mayacamas Charter Middle School (“Charter School”);

WHEREAS, consistent with Education Code section 47605 subdivision (b), the District held a public hearing on the Petition on November 4, 2021, at which time the Governing Board of the District (“Governing Board”) considered the level of support for the Petition by teachers employed by the District, other employees of the District, and parents/guardians;

WHEREAS, the Governing Board has convened on December 9, 2021 to consider whether to grant or deny the Petition;

WHEREAS, Education Code section 47605, subdivision (c) prohibits the Governing Board from denying a charter Petition unless it makes written factual findings, specific to the particular charter school, setting forth facts to support one or more of the following findings, if applicable:

1. The charter school presents an unsound educational program for the pupils to be enrolled at the charter school. (Ed. Code § 47605(c)(1).)
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Section 47605(c)(2).)
3. The petition does not contain the required number of signatures specified in Education Code section 47605(a). (Ed. Code § 47605(c)(3).)
4. The petition does not contain an affirmation of each of the conditions described in Education Code section 47605(e). (Ed. Code § 47605(c)(4).)
5. The petition does not contain reasonably comprehensive descriptions of all of the 15 required elements of the petition that are set forth in Education Code section 47605(c)(5)(A)-(O).
6. The Petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes

of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code; "EERA"). (Ed. Code § 47605(c)(6).)

7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code § 47605(c)(7).)

8. The school district is not positioned to absorb the fiscal impact of the proposed charter school. (Ed. Code § 47605(c)(8).)

WHEREAS, the District's administration and staff, with the assistance of legal counsel, have reviewed and analyzed the Petition and supporting documents and have identified deficiencies in and concerns related to the Petition, and issued a Staff Report containing Proposed Findings of Fact and Recommendations regarding the Petition on November 22, 2021 ("Proposed Findings of Fact").

WHEREAS, the recommendation of the District's administration and staff is that the Governing Board adopt the Proposed Findings of Fact attached hereto as Exhibit A and incorporated herein by this reference, and deny the Petition to establish the Charter School.

THEREFORE BE IT RESOLVED, that the Governing Board hereby adopts the Proposed Findings of Fact, attached hereto as Exhibit A, as the Governing Board's Findings of Fact with respect to the Petition, and hereby denies the Petition to establish Mayacamas Charter Middle School.

PASSED AND ADOPTED by Napa Valley Unified School District Governing Board on this 9th day of the month of December in 2021.

Motion made by: _____ **and a second by:** _____.

AYES:

NOES:

ABSENT:

ABSTENTIONS:

Robin Jankiewicz
President of the Governing Board
Napa Valley Unified School District

CERTIFIED TO BE A TRUE AND CORRECT COPY:

Cindy Watter
Clerk of the Governing Board
Napa Valley Unified School District

Video evidence of NVUSD's action to deny the MCMS charter petition can be found on the NVUSD website:

<https://www.nvUSD.k12.ca.us/board>



EXHIBIT 4

NVUSD's Adopted Staff Report and Findings of Fact

**STAFF REPORT:
PROPOSED FINDINGS OF FACT AND RECOMMENDATIONS
REGARDING PETITION TO ESTABLISH A NEW CHARTER SCHOOL
(MAYACAMAS CHARTER MIDDLE SCHOOL)**

**Napa Valley Unified School District
Meeting of Board of Trustees: December 9, 2021**

I. INTRODUCTION

A. Background

On September 15, 2021, the Napa Valley Unified School District (“NVUSD” or “District”) received a charter petition (“Petition”) from Napa Foundation for Options in Education (“Petitioners”), a California nonprofit public benefit corporation, seeking to establish a new public charter school, to be called Mayacamas Charter Middle School (“Charter School”).

Petitioners request a five-year term for the Charter School from July 1, 2022 through June 30, 2027. Petitioners anticipate that the Charter School would serve students in grades 6 through 8 and would commence operations in the 2022-2023 school year with a Year 1 enrollment of 180 students in grades 6-8. Starting in Year 2, the Charter School would add 52 students each year, as it grows to a full capacity of 336 students by Year 4. (Petition, p. 21, “Enrollment Plan.”)

Petitioners do not currently operate any other charter schools.

B. Summary of Staff Findings and Recommendation to Board

Based on its comprehensive evaluation of the Petition, District staff’s recommendation to the District Board of Trustees is that the Petition be denied. The primary reasons for this recommendation are as follows:

- The financial and operational plan for the Charter School is not viable, is based on unsupported and unrealistic revenue and expense assumptions, and will result in the Charter School not meeting the minimum financial reserve specified under the applicable state regulations in all years of operation.
- The Petition describes admissions criteria that violate state law and may have discriminatory effects, by conditioning an admissions preference on parent volunteer hours. The inclusion of this unlawful admissions preference demonstrates an unfamiliarity with the laws governing charter schools on the part of Petitioners.
- Petitioners lack the knowledge and experience to successfully implement the program set forth in the Petition, and have not articulated a clear plan to obtain the services of individuals who have the required knowledge and experience.
- The educational program set forth in the Petition is not reasonably comprehensively described; is unlikely to meet the needs of all subgroups of pupils (particularly English learners and students with disabilities); and is unlikely to be successfully implemented.
- The Charter School is unlikely to serve the interests of the entire community in which it proposes to locate, because it duplicates programs that the District already offers with sufficient capacity and because it would undermine existing District services, academic offerings, or programmatic offerings due to its fiscal impact.

- Additionally, community interest in the Charter School does not appear strong, based on (1) public comments at the November 4 public hearing on the Petition, and (2) an apparent 24% decrease in interest in the Charter School by parents who signed the Petition, as evidenced by responses to November 2021 parent signature validation calls.
- The Petition appears to have large portions simply cut-and-pasted from another charter petition that was submitted last year to Compton Unified School District, rather than having been prepared specifically with the needs of NVUSD students and the NVUSD community in mind.

The specific statutory grounds for this recommendation, and detailed findings of fact in support of those grounds, are set forth in detail below at Parts III and IV of this Report.

II. REVIEW OF PETITION

A. Timeline for Board Action

Pursuant to California Education Code section 47605(b),¹ District must hold a public hearing on the Petition within 60 days of receipt, and the District’s governing board of trustees (“Board”) must vote on whether to grant or deny the Petition within 90 days of receipt. District staff findings and recommendations regarding approval or denial of the Petition must be published at least 15 days prior to the Board meeting at which the Board will take final action.

Petitioners submitted the Petition on September 15, 2021. The District formally announced its receipt of the Petition and the timeline for review and action on the Petition at its regular meeting on October 14, 2021, and additionally published a copy of the full Petition on the District’s Web site for public viewing.

The District held the required public hearing at a special Board meeting held on November 4, 2021, so that the Board could consider the level of support for the Petition among teachers employed by the District, other employees of the District, community members and parents. The matter is scheduled for the Board to take final action regarding approval or denial of the Petition at its regular meeting to be held on December 9, 2021. This staff report will be published on or before November 24, 2021.

B. The District’s Petition Review Process

Upon receipt of the Petition, the District convened a team of District staff to conduct a comprehensive review of the Petition, with guidance from District legal counsel. The team consisted of personnel from the following departments: Data & Assessment Services; Business Services; Enrollment; Human Resources; Instructional Support Services; Operations, Facilities & Maintenance; Special Education; Student Services; and Technology (“Review Team”).

¹ California Education Code section 47605 is part of the Charter Schools Act of 1992, as amended (Ed. Code Tit. 2, Div. 4, Part 26.8; sections 47600-47663). This report will hereafter refer to Education Code section 47605 as “Section 47605” for brevity. A copy of Section 47605 is attached to this report as Appendix A.

*Napa Valley Unified School District
Staff Report - Mayacamas Charter Middle School*

Individual members of the Review Team were assigned specific areas of the Petition to evaluate based on their areas of expertise and responsibility. The Petition review was organized according to the standards set forth in Section 47605, with guidance on interpreting those standards based on 5 CCR § 11967.5.1 (see Part II.C below and Appendix B to this report) and a review rubric published by the California Charter Authorizing Professionals organization (“CCAP”) in its *Initial Charter Petition Toolkit*.²

District staff kept a record of comments received at the November 4, 2021 public hearing on the Petition. During public comment on November 4, 2021, there were 23 comments against the charter and 17 in support. (The full public hearing may be viewed at <https://youtu.be/AU6wcfGS6Y?t=3004> (starting at timestamp 50:04).) Each comment was then categorized based on speaker role and common theme. The tables below summarize each.

Speaker Roles	Total
NVUSD Principal	5
Petitioner	1
Parent	23
NVUSD Teacher	11
Union Leader	5
Vallejo Teacher	1
NVUSD Clerical	2
NVUSD Employee	1
Student	1
CTA	1

Common Themes	Total
Loss of Resources	12
Duplicate Program	15
Needed by the Community	18
Families Leaving the District	6
Leads to NVUSD Layoffs	3
Fails to Support EL/SWD	4
Harm to Students	5
SEL Program	6
New Tech Pathway	4
Facilities Concerns	1
Likely to Fail	4

District staff additionally validated the teacher and parent signatures on the Petition through brief telephone interviews of signatories, in which they were asked to confirm their signatures, their ability to review the petition before signing, and their understanding that a signature reflected their meaningful interest in either teaching at the Charter School or enrolling their children in the Charter School. Following validation, District staff found that the Petition met the required number of signatures for both teachers and parents under Section 47605(a)(1), although only 76 percent of the parents contacted stated that they were still meaningfully interested in enrolling their children at the time of the validation survey.

In addition to its review of the Petition, the Review Team attempted to conduct a capacity interview with Petitioners on November 15, 2021, to ask questions about the program set forth in the Petition, the budget for the Charter School, and Petitioners’ knowledge of the Petition and

² The *Initial Charter Petition Toolkit* is published online at <https://calauthorizers.org/initial-charter-petition-toolkit/>.

plans for implementation of the Petition. A capacity interview is described in the CCAP *Initial Charter Petition Toolkit* as a “best practice” which both “provide[s] district/county office staff the opportunity to meet the charter leaders and clarify any concerns raised during the evaluation of the petition” and “afford[s] petitioners the opportunity to demonstrate their experience and expertise and highlight elements in the petition.”³

Lead Petitioners at first stated that they were available at the time scheduled for the capacity interview. However, Lead Petitioners then attempted to impose their own conditions on the conduct of the interview in advance (including conducting the interview by written questions only and including the members of the District Board as part of the exchange of written questions and answers); and ultimately refused to attend the capacity interview after District staff declined to agree to Lead Petitioners’ conditions.

During the Petition review process, staff found that upon opening the Excel file containing the Charter School’s proposed budget, the file displays a link to another file (not included with the Petition) named “Bridges Prep Academy 21-22 Budget 3.26.21.xls.” District staff found that a petition to establish a new charter school named Bridges Preparatory Charter Academy (“Bridges”) was submitted to Compton Unified School District (“CUSD”), which denied Bridges’s petition on October 13, 2020.⁴ When comparing the Bridges petition⁵ and the current Petition for Mayacamas Charter Middle School, staff found numerous similarities. In fact, entire sections of the Bridges petition appear to have been copied to the Mayacamas Charter Middle School Petition. This went above and beyond “boilerplate” language that is included in all charter petitions. For example, the section of the Petition related to the educational program for English Learners appears almost identical to the same section in the Bridges petition. A software comparison of the two petitions found that 30.4% of the content was identical, 7.5% included minor changes, and 2.8% was paraphrased.

The Review Team’s analysis, along with input from District counsel, have been incorporated into this report.

C. Standards for Evaluation of a Charter Petition

Although the Charter School Act reflects legislative policy that “charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged” (Ed. Code § 47605(c); *see also* Ed. Code § 47601), a charter

³ See CCAP, *Initial Charter Petition Toolkit - Overview*, available at <https://calauthorizers.org/resource/initial-charter-petition-toolkit-overview-of-initial-petition-review/>.

⁴ See Minutes, Oct. 13, 2020 meeting of the Compton Unified School District Board of Trustees, available at <https://bit.ly/3oD6mqy> (p. 3 of PDF file). CUSD’s full staff report recommending denial of Bridges’s charter petition and stating reasons for the recommendation of denial is available at <https://www.compton.k12.ca.us/media/6403/final-posted-09-28-20-bridges-staff-report-10-13-20.pdf>.

⁵ A copy of the original Bridges petition that was submitted to CUSD in 2020 was retrieved from the records of the Superior Court for Los Angeles County, attached to a filing in a lawsuit between CUSD and the Los Angeles County Office of Education. That litigation is still pending. *Compton Unified School District v. Los Angeles County Office of Education et al.*, case no. 21STCP00922 (filed March 22, 2021).

authorizing entity has a responsibility—both to the students within its jurisdiction and to the taxpayers of the State of California, who will ultimately fund the charter school—to carefully review charter petitions prior to granting a new petition or renewing an existing petition, in order to ensure that the proposed charter school will be fiscally sound and of educational benefit to all students who attend. Accordingly, the Legislature has imposed stringent standards for evaluation of new charter school petitions, as codified in Section 47605. A copy of the full text of Section 47605 is attached to this report as **Appendix A**.

Regulations promulgated by the California Department of Education provide helpful guidance in interpreting the standards set forth in Section 47605. (*See* Cal. Code of Regulations, Title 5, Division 1, Chapter 11, Subchapter 9, Section 11967.5.1, “Criteria for the Review and Approval of Charter School Petitions and Charter School Renewal Petitions by the State Board of Education (SBE)” (“5 CCR § 11967.5.1” or “Regulations”).)⁶ A copy of the full text of 5 CCR § 11967.5.1 is attached to this report as **Appendix B**.

A local educational agency (LEA) should approve a charter petition “if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate.” (Ed. Code § 47605(c).) A local educational agency may not deny the approval of a charter petition unless it makes written factual findings, specific to the particular petition, that one of the following conditions is true:

- The charter school presents an unsound educational program. (Section 47605(c)(1).) The Regulations further define an “unsound educational program” at 5 CCR § 11967.5.1(b).
- The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Section 47605(c)(2).) The Regulations specify factors to consider in determining whether charter petitioners are “demonstrably unlikely to successfully implement the program” at 5 CCR § 11967.5.1(c).
- The petition does not contain the required number of signatures specified in Section 47605(c)(3).
- The petition does not contain an affirmation of each of the conditions described in Education Code section 47605(e).
- The petition does not contain reasonably comprehensive descriptions of all of the 15 required elements of the petition that are set forth in Section 47605(c)(5)(A)-(O). The Regulations include specific guidance on evaluating whether each required element under Section 47605(c) is reasonably comprehensively described at 5 CCR § 11967.5.1, subdivisions (f) and (g).

⁶ 5 CCR § 11967.5.1 governs review of charter petitions by the State Board of Education, and a local school district is not required to employ the standards in this regulation. However, local school districts commonly follow the guidance provided by this regulation in applying the standards in Section 47605 to their review of a charter petition.

- The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of collective bargaining. (Section 47605(c)(6).)
- The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Section 47605(c)(7).)
 - Analysis of this finding includes consideration of the fiscal impact of the proposed charter school on the district, as well as: (A) the extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings; and (B) whether the proposed charter school would duplicate a program currently offered within the school district with sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
- The school district is not positioned to absorb the fiscal impact of the proposed charter school. (Section 47605(c)(8).) This criterion is primarily only applicable where the authorizing school district has a qualified negative certification, a negative interim certification, or is under state receivership.

III. SUMMARY AND RECOMMENDATION FOR DENIAL OF PETITION

District staff believes significant deficiencies in the Petition warrant denial by the Board, and on that basis recommend that the Board vote to deny the Petition. These deficiencies include the following:

- The financial and operational plan for the Charter School is not viable, is based on unsupported and unrealistic assumptions, and will result in the Charter School not meeting its minimum 5% financial reserve in any of the first 5 years of operation. For example:
 - The petition states that the reserve is only equal to 5% in year 1. This is the minimum reserve for a charter school with an Average Daily Attendance (ADA) of 0 to 300. Therefore, any overstatement of revenues or underestimate of costs will render the financial and operational plan not viable. Staff found very significant overstatements of revenues and understatement of costs.
 - Enrollment projections, especially the Petition's projections regarding the Unduplicated student rate, are unrealistic, resulting in dramatic overestimation of Charter School revenues from state funding under the Local Control Funding Formula.
 - Estimates of Title I federal funding and Food Service revenues are overstated due to faulty assumptions regarding student demographics.
 - Operational budget estimates of the anticipated revenues and expenditures necessary to operate the Charter School are unreasonable.
 - Plans and budgeting for the provision of all necessary insurance are not clearly described or documented.
 - The budget documents are inadequate and not prepared according to state standards.

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- The budget assumes a donation of \$250,000 for start-up costs. However, no documentation of these funds has been provided, and the District is concerned that these funds may be sourced from funds previously collected by a school-related organization as donations from NVUSD community members to provide educational and enrichment experiences to current and future District middle school students.

These fatal deficiencies in the Petition budget demonstrate that the educational program set forth in the Petition is unlikely to be successfully implemented.

- The Petition describes admissions criteria that violate state law and may have discriminatory effects, by conditioning an admissions preference on parent volunteer hours. The inclusion of this unlawful admissions preference demonstrates an unfamiliarity with the laws governing charter schools on the part of Petitioners.
- The educational program set forth in the Petition is unlikely to meet the needs of all subgroups of pupils, particularly English learners and students with disabilities.
 - Additionally, the facility where the Charter School intends to locate appears to contain significant physical accessibility barriers for students with disabilities in its current condition, and the Petition states no plan for mitigating these issues.
- The educational program set forth in the Petition is not described in a reasonably comprehensive manner. In particular, the Petition's description of how the Charter School will provide services to English learners and students with disabilities is not sufficiently comprehensive to support a conclusion that the Charter School is likely to adequately support these students. Additionally, the Petition does not comprehensively describe the Charter School's proposed curriculum and professional development plan, or its annual goals and strategies to achieve those goals.
- The educational program set forth in the Petition is unlikely to be successfully implemented, because Petitioners lack the knowledge and experience to successfully implement the program set forth in the Petition, and have not articulated a clear plan to obtain the services of individuals who have the required knowledge and experience in school administration, curriculum, instruction, assessments, English learner and special education services, or fiscal operations.
- The Charter School is unlikely to serve the interests of the entire community in which it proposes to locate, because it duplicates programs that the District already offers with sufficient capacity and because it would undermine existing District services, academic offerings, or programmatic offerings due to its fiscal impact.

The foregoing deficiencies support District staff's recommendation of denial based on at least the following statutory grounds, pursuant to Section 47605(c):

1. The Charter School presents an unsound educational program. (Section 47605(c)(1).)
2. Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition. (Section 47605(c)(2).)

3. The Petition does not contain reasonably comprehensive descriptions of at least the following elements required under Section 47605(c)(5):
 - Educational program;
 - Measurable student outcomes;
 - Means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils that is reflective of the general population residing within the District.(Section 47605(c)(5), subdivisions (A), (B), (G).)
4. The Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Section 47605(c)(7).)

The detailed factual findings supporting the above conclusions are set forth below in Part IV of this report.

With respect to the other statutory grounds for denial under Section 47605(c) which are not listed above, District staff found that they were not applicable to the Petition, including the following: subdivisions (3) (petition does not contain the required number of signatures); (4) (petition does not contain an affirmation of each of the conditions described in Section 47605(e)); (6) (petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer for collective bargaining), and (8) (school district is not positioned to absorb the fiscal impact of the Charter School).

IV. SPECIFIC FACTUAL FINDINGS IN SUPPORT OF RECOMMENDATION

A. The Petition Presents an Unsound Educational Program (Ed. Code § 47605(c)(1))

The educational program set forth in the Petition is deficient in at least the following areas: English Learner education; education of students with disabilities; annual goals and strategies to achieve those goals; and implementation of the core curriculum.

Although the program may be of educational benefit to some subgroups of the pupils who attend the Charter School, these deficiencies support a finding that it is not likely to be of educational benefit to all subgroups of the pupils who attend.

Additional concerns relevant to the soundness of the Petition's educational program are discussed below in Part IV.B, addressing whether Petitioners are likely to successfully implement the program set forth in the Petition, and Part IV.C, addressing whether the Petition provides a "reasonably comprehensive" description of the educational program under Section 47605(c)(5)(A).

1. The Program for English Learner Students Is Inadequate

The Petition describes an unsound educational program for English Learner (EL) students.

The District serves a relatively high proportion of EL students—22.6 percent for all grades, and 22.3 percent for grades 6-8, in the 2020-21 school year, compared with 17.7 percent for all grades statewide in the same year. (Source: California Dept. of Education, *Dataquest*.) This means that if the Charter School’s demographics reflect those of the overall District,⁷ out of the 180 students to be enrolled in the Charter School’s first year of operation, approximately 40 would be likely to be classified as requiring English Language Development (ELD) instruction—growing to approximately 75 students in the 2026-27 school year. The Charter School would need a robust English Learner program to adequately support these students.

The Petition acknowledges the probability that the school will enroll “a significant number of English learners,” the majority of whom will be Long-Term English Learners (LTELs). The Petition promises to provide a comprehensive program of designated and integrated ELD for all sub-categories of EL students, and to use the state “ELA/ELD standards “ to support and assess their progress. However, there are significant deficiencies with respect to coordination responsibilities in Years 1-2, professional development, monitoring, reclassification, and periodic assessment of the EL program.

Responsibility for coordinating and providing direct EL instruction is delegated to an EL Coordinator starting in Year 3 of operation. (Petition, p. 63.) The Petition does not contain a list of qualifications for the EL Coordinator. For Years 1 and 2, the Head of School or a qualified teacher-designee is responsible for coordinating ELD and either providing direct instruction or designating some responsibilities to qualified teachers. (Petition, pp. 85-86, fn. 158-159.) The job qualifications and responsibilities for the Head of School do not contain this essential duty, nor knowledge of ELD instruction, nor a requirement to have a teaching credential that qualifies this person to teach ELD. (Petition, pp. 122-124.)

While there is no legal requirement that a school employ a full time EL coordinator (and many districts give a classroom teacher release periods for part of the day to fulfill that function), the Petition identifies multiple essential responsibilities for the EL Coordinator who will not be hired until Year 3. (Petition, pp. 63, 84, 88-89, 93, 95-97, 117). It seems unlikely as a practical matter that the Head of School will be available to take on these responsibilities during the first years of a new school, given the numerous other responsibilities for this job position (Petition, pp. 122-124). The Petition does not provide specific information on how the responsibilities of the EL Coordinator will be carried out during Years 1 and 2.

The main strategy for supporting English Learners is Guided Language Acquisition Design (GLAD), which is a specific program requiring extensive teacher training. However, the professional development program does not address a plan for training all staff on the core components of GLAD, which are foundational to the plan for supporting integrated English

⁷ It is not clear, based on an analysis of parents who signed the Petition indicating their interest in enrollment and the Petition’s plans for student outreach, that the Charter School’s demographics will in fact reflect those of the overall District, as discussed below in Part IV.C.2.

Language Development (*See* Petition, pp. 82-84). The Petition states that teachers will receive ten days of summer training, which will address 16 topics, including designated and integrated ELD—but neither the summer training plan nor the school-year training calendar mention GLAD, despite the proposed use of GLAD strategies to make curriculum accessible. (Petition, pp. 82-84.) Teachers will receive limited additional training during one minimum day PD session in December on Integrated ELD strategies, reclassification, and meeting the needs of LTELs. (Petition, p. 84). This professional development is not sufficient to ensure that teachers are able to implement the program set forth in the Petition for EL students.

The reclassification and monitoring process for EL students set forth in the Petition is not sufficiently thorough to constitute a sound educational program for those students.

The Petition identifies that the EL coordinator / Head of School will be responsible for monitoring, but does not detail how the process will work. The petition does not go into detail about the assessment tools that will be used for monitoring, the specific data points that will be analyzed by site staff, or the frequency at which monitoring will occur within the four year period. (Petition, p. 95.)

There is some specificity with regards to programs for monitoring Long Term English Learners (LTELs) (*e.g.*, Achieve 3000, Accelerated Reader, Brain Pop), and the Petition provides that LTELs will be monitored quarterly (Petition, p. 96); however, other English Learners do not appear to be included in this process.

The Petition references that “[a]n alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP.” The Petition does not specify whether the Charter School will use the Alternate ELPAC, developed for students with more severe disabilities, or how an alternative assessment will be selected.

The District’s reclassification criteria can be accessed from the District’s English Learner Services Web page, at <https://www.nvusd.org/2ndlanguage>. The Petition diverges from the District’s robust EL reclassification standards in multiple ways:

- Criterion 1 is the score of “4” or better on the summative ELPAC assessment. The Petition references an alternate assessment as required by the student's IEP or 504 plan. The state has developed an alternate ELPAC for students with more severe disabilities, but District staff are not aware of Local Educational Agencies (LEAs) being allowed to substitute other alternate assessments, and there is not one available to students with 504s. However, LEAs are allowed to alternatively reclassify students based on specific criteria, as thoroughly outlined in the District’s standards.
- Criterion 2 is teacher input. Districts have flexibility in this, and NVUSD uses the Student Oral Language Observation Matrix (SOLOM). The whole state will begin to use the Observation Protocol for Teachers of English Learners (OPTTEL) tool once it is approved. The Petition indicates that students will need to have earned a “C” or better in the most recent trimester (Petition, p. 95); but does not specify which course that grade needs to be in.

- Criterion 3 is parent recommendation. NVUSD has a process whereby someone from the school site meets with the parent either in person or via phone, gets approval, and then documents approval in ELlevation, its online EL management tool. The District has talking points to help guide this conversation. The Petition references parent approval, but does not provide any additional details for how that process will work.
- Criterion 4 is what the CDE calls “Basic Skills Relative to English Proficient Students”, essentially a locally determined assessment. LEAs typically look at CAASPP data or another local assessment: for NVUSD, this is Star Reading. The Petition indicates that students scoring at level 3 or 4 (standard met or exceeded, respectively) meet the reclassification criteria on the CAASPP, but allow students with disabilities to score at a level 2 (standard nearly met) or level 3. It is not clear whether CDE allows for blanket differentiation in that way. The Petition specifies the Northwest Evaluation Association (NWEA) reading assessment for the local assessment, and chooses the 50th percentile mark, but it is unclear what data-driven process determines that cutoff. Blanket criteria for reclassifying students with disabilities are not appropriate, since to the extent such students are subject to different approaches to any instructional programs or requirements, this decision should be made on an individual basis.

Federal law requires school districts to modify their programs for EL students if, after a reasonable trial, the programs are not successful in ensuring that students learn English and are achieving academically. (*Castaneda v. Pickard*, 648 F.2d 989, 1009-1010 (5th Cir. 1981).) The Charter School proposes to evaluate the effectiveness of its program for EL students by examining several kinds of data for EL students, including reclassification rate, and EL and RFEP (Reclassified Fluent - English Proficient) performance in core subjects relative to their English-only peers. There is no indication that this information will be disaggregated by proficiency level or students’ time in the program, or that students’ achievement will be assessed longitudinally, so that their progress can be evaluated. Without such information, it will be impossible to determine whether the program is effective or what specific program modifications are required. This omission is especially concerning in light of the Charter School’s decision not to set differential progress goals for subgroups, on the theory that they expect all subgroups to achieve at grade level (*see* Petition, p.108.) Given that the school will be measuring achievement entirely through assessments administered in English, it is highly unlikely that EL students who are not yet proficient in English will score at a proficient level. The failure to identify benchmarks for progress that are specific to EL students undermines MCMS’s ability to evaluate the effectiveness of its EL program.

Additional deficiencies with the comprehensiveness of the Petition’s description of services for English learner students are addressed below in Part IV.C.1.a.

2. The Petition Lacks an Adequate Plan to Meet the Needs of Students with Disabilities

As set forth below in Part IV.C.1.b, the Petition’s plan for providing services for students with disabilities is not reasonably comprehensively described. However, the information that is contained in the Petition indicates that the Charter School will not be prepared to meet the needs

of students with disabilities, including students with disabilities who are also classified as English Learners, and that specialized academic instruction is not adequately planned for.

Within the course structure of the Petition, there is no course allocation for students who require specialized academic instruction (SAI)—whether provided within a special day class setting, or by resource specialists inside and outside the regular classroom setting. Additionally, in the class schedule, 180 minutes weekly are set aside for all intervention services—including services identified within a student’s Individual Education Plan and required services for English Learners. (Petition, p. viii.) Given that 28.28% of students in the District who are eligible for Special Education services are also identified as English Learners, this is not a sufficient allocation to meet both mandated supports.

As further discussed below in Part IV.C.1.b of this report, all statements in the Petition regarding services for students with disabilities are subject to Special Education Local Plan Area (SELPA) approval and availability, and the Petition is not clear with respect to the Charter School’s plans for SELPA membership.

Additionally, District staff has inspected the facility that the Petition identifies as the likely site of the Charter School, and found significant physical accessibility issues in its current condition. These include restrooms that do not appear to meet current accessibility standards (*e.g.*, narrow stalls, lack of grab rails); lack of accessible paths of entry (all persons entering the building must climb a set of stairs, access to second floor only by staircase); and doors that present barriers to access (*e.g.*, lack of automatic openers for doors; door closers requiring excessive force to open; high doorway thresholds). The Petition fails to address how the Charter School will be made accessible to students with physical disabilities, and the startup budget does not specifically designate any funds for facility improvements to reduce or eliminate physical barriers to accessibility.⁸ Although charter school facilities are exempt from compliance with the Field Act, they must still comply with the Building Code (*see* Ed. Code § 47610(d)), and with federal requirements such as Title II of the Americans with Disabilities Act.

Additional deficiencies with the comprehensiveness of the Petition’s description of services for students with disabilities are addressed below in Part IV.C.1.b.

3. Annual Goals and Strategies to Achieve Those Goals

The annual goals set forth in the Petition (Petition, pp. 30-34) are not cohesive and aligned to the strategies and methodologies described in Element 1 of the Petition. The theoretical foundations for New Tech Network (“NTN”) are addressed in the Petition (pg. 34-37); however, the practical implementation of the educational methodologies is not well described in the program. Furthermore, it is unclear how the comprehensive model will be integrated with the other methodologies (Understanding By Design, Marzano’s Classroom Assessment and Grading That Work, GLAD, Culturally Responsive Teaching (CRT), and blended learning) in a cohesive manner to support students (Petition, pp. 46-53).

⁸ The budget contains a start-up cost of \$50,000 for “Facility Consultants & TI,” but there is no notation indicating whether any of the expenditures under this line item will be for accessibility improvements to the facility.

Additionally, the goals set forth in the Petition do not appear reasonable, given the inadequate baseline data to ensure that “all students will meet or exceed statewide averages” as referenced in Element 1 of the Petition (pp. 32-33). For example, it is unclear from the descriptions in the Petition how Individualized Learning Plans (ILPs) will be implemented to support student growth and achievement. The description of serving students through blended learning programs and the learning lab model is also unclear as to how students will be assigned to the learning hub, criteria for learning hub assignments, and monitoring of progress in the curriculum, given the lack of professional development articulated for core curriculum in the professional development model, *see* Part IV.A.4 below (Petition, pp. 2, 54, 82-84).

4. Implementation of Core Curriculum

Although the New Tech Network’s five learning outcomes are research-based, 21st century skills, the educational program description is ambiguous and at times contradictory with respect to how these skills and qualities will be embedded and/or integrated in the curriculum, instruction, and assessment process. The Petition states that the core instructional model and master schedule is grounded in collaboratively planned interdisciplinary projects (p. 2), and later states that the NTN project-based work will be supplemental to the core curriculum in science (Amplify) (p. 68). The examples given for “Integrated Curriculum” units are high-school specific (p. 36).

The Petition states that there will be learning intention assessment of each outcome (p. 36); yet these are not included in Element III: Methods of Measurement (pp. 113-114). Both grading and the portfolio assessments do not appear aligned to the NTN’s five learning outcomes. (Petition, pp. 113-114.)

The professional development plan fails to address core curriculum support. The petitioners do not include a plan for training staff on core materials such as Amplify, CPM, History Alive and Study Sync and supplemental materials such as Achieve 3000, Duolingo, etc. (Petition, pp. 77-79, 82-84).

Honors Math 7 and Honors Math 8 do not adequately articulate how these align to the Common Core State Standards allowing students to learn three years’ worth of math in two years and demonstrate completion of Math 1 (Petition, pp. 63-66).

The instructional designs are research-based; however, the cohesive implementation of these models is not clearly articulated nor reasonable to implement (Petition, pg. 30-34). The Petition does not demonstrate how the Charter School will address the needs of students with IEPs; nor does the professional development support the implementation of GLAD strategies for English Learners in this model (Petition, pg. 82-84). For example, the curriculum does allow for individualized support, but the professional development plan does not address training staff on the implementation of the core and/or supplemental curriculum, which makes it challenging to implement with fidelity (Petition, pg. 82-84) Furthermore, the use of problem- and project-based learning through NTN is not adequately outlined nor aligned to the stated instructional design.

B. Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition (Ed. Code § 47605(c)(2))

As set forth above in Part II.C and in Appendix B to this report, the Regulations identify the following factors in determining whether charter petitioners are “demonstrably unlikely to successfully implement the program”: (1) the petitioners have a past history of involvement with unsuccessful educational programs (e.g., a charter school whose petition was revoked, or ceased operation for reasons within their control); (2) the petitioners are unfamiliar with the content of the petition or charter school legal requirements; (3) the petition presents an unrealistic financial or operational plan; or (4) the petitioners personally lack the necessary background in curriculum, instruction, and assessment, or finance and business management, or do not have a plan to secure the services of individuals who have the necessary background in these areas. (5 C.C.R. § 11967.5.1(c).)

Using these Guidelines, District staff have identified issues regarding viability of the financial and operational plan; Petitioners’ familiarity with charter school legal requirements and the content of the Petition; and the Petitioners’ backgrounds, experience, and plans for assembling a leadership team capable of operating the Charter School. The foregoing concerns support a finding that Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition.

1. Financial and Operational Plan: The Proposed Budget Is Unclear, Reflects Dubious Assumptions, and Demonstrates that the Financial and Operational Plan is Not Viable

A sound financial and operational plan is critical for a charter school’s success.⁹ Unsound fiscal plans or practices may lead to charter revocation, waste of taxpayer funds, and detrimental effects on the education of students. Accordingly, close scrutiny of the financial and operational plan set forth in a new charter petition is an important component of a thorough review by the authorizer.¹⁰ District staff’s analysis of the fiscal and budget documents submitted by Petitioners leads to the conclusion that the Petition presents an unsound fiscal and operational plan.

⁹ See, e.g., FCMAT, *Charter School Accounting and Best Practices Manual* (2017, updated 2019), available at <https://www.fcmat.org/PublicationsReports/2017-Charter-School-Manual-corrected-links-11-8-2019.pdf>, pp. 1-2: “In FCMAT’s experience, when charter schools fail it is often because of one or more of the following: lack of knowledge about school finance and business; lack of appropriate accounting practices; lack of financial management; uncontrolled spending. Charter operators often focus their energies on the mission, vision and educational program and provide less attention to a school’s fiscal management. Sound financial management, including understanding, establishing, implementing and monitoring proper internal controls and accounting policies and procedures, is essential to a charter school’s ability to achieve its mission.”

¹⁰ See, e.g., FCMAT, *The Importance of Charter School Oversight* (presentation, 4th Annual Charter School Authorizing Conference (Sep. 20, 2018), available at <https://www.fcmat.org/PublicationsReports/September%202020%202018%20Charter%20Oversight%20CARSNET.pdf>, Slide 36: “Charter school failure is more likely because of financial reasons; therefore, the budget, start-up costs, and cash flow should become more of a focus in the petition process and review process.”

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The Petition’s fiscal and operational plan is unrealistic. Staff analysis found that the budget is not viable for 2 years of operations, and does not meet the reserve requirements as required by law for a school district of similar size to the proposed charter school.¹¹ The required reserve for the Charter School, based on its assumed Average Daily Attendance (ADA), is 5%.¹² While the documents submitted with the Petition state that the Charter School will have a 5% reserve, a number of incorrect assumptions and mistakes were made which result in overstating revenues and understating expenses, which will lead to reserves below 5% for all years. A sampling of these items includes:

- Enrollment projections are potentially overstated. Enrollment is at 180 in Year 1, even though only 121 signatures were included for families that were meaningfully interested in enrolling their children in the proposed Charter School. District staff was able to speak with 96 of the 121 parents that signed the petition. Of those 96 parents, only 74 indicated that they were still meaningfully interested in attending the charter school next year. The remaining 22 parents stated that they were not meaningfully interested in attending next year or were unsure.

Although a charter petition is not required by Section 47605 to be substantiated by signatures representing full Year 1 estimated enrollment, and while the signatures at the time of Petition submission met the 50% of first-year enrollment threshold under Section 47605(a)(1)(A), the reality is that NVUSD has been experiencing a steady decline in overall enrollment since 2015, which trend has necessitated multiple school closures in the District in recent years, including at the middle school level. This decline is expected to continue at least through the 2027-28 school year.¹³ Petitioners’ plan for meeting their enrollment goals is not clear, and overstating enrollment projections will cause a substantial overstatement of revenues.

- Enrollment projections also assume that 6th grade enrollment will increase from 60 in Year 1 to 112 in Year 2. This represents an 86% increase, and is not realistic given District-wide enrollment trends.
- Local Control Funding Formula (LCFF)¹⁴ revenues are based on average daily attendance (“ADA”), which is usually estimated at 95% of enrollment and Unduplicated count of

¹¹ Under the Regulations, an “unrealistic financial and operational plan” that supports a finding that petitioners are “demonstrably unlikely to successfully implement the program” is found where the budget does not provide for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school over a period of no less than two years of operations. (5 CCR § 11967.5.1(c)(3)(B)(4).)

¹² Minimum reserves for school districts are defined at 5 CCR § 15450; *see also* Cal. Dept. of Education, *School District Budgets 2021–22*, available at <https://www.cde.ca.gov/fg/fi/ss/distbudgetcsfy2122.asp>.

¹³ *See, e.g., Demographic Analysis & Facility Capacity Study* (March 25, 2021), prepared by King Consulting for NVUSD, available at <https://www.agendaonline.net/public/Meeting/Attachments/DisplayAttachment.aspx?AttachmentID=1285358&IsArchive=0>

¹⁴ An overview of LCFF is available at the California Department of Education Web site at <https://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>. Further information on LCFF is available at <https://www.cde.ca.gov/fg/aa/lc/>.

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pupils. The Unduplicated count of pupils is equal to students who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. “Unduplicated count” means that each pupil is counted only once even if the pupil meets more than one of these criteria (Ed. Code §§ 2574(b)(2), 42238.02(b)(1)).

- The Petition drastically overstates revenues, based on the assumed Unduplicated pupil percentage of 60%. Based on an analysis of the Petition signatories who indicated meaningful interest in enrolling their children the Charter School, less than 25% of the signatures represent Unduplicated pupils, which is less than half the overall District percentage. This will substantially decrease federal and state revenues from the Petitioners’ assumptions.
- LCFF revenues for a charter school are funded at the lower of the actual Unduplicated count of the charter or the LEA. Given that the Unduplicated percentage for the LEA has never been above 57%, the charter cannot be funded at a 60% Unduplicated student count. Therefore, the assumption of being funded at 60% is unrealistic, and shows a misunderstanding of the basic funding rules for charter schools.
- Revenues for Title I federal funding are also drastically overstated as a result of incorrect assumptions regarding the students who qualify for free- or reduced-price lunch. The petition assumes a free and reduced lunch rate of 60%, even though that rate for families who signed the petition is less than 25%.
- Revenues for Food Services are overstated and incorrectly calculated, based on the incorrect assumption that 90 students will qualify for reduced-price meals and 90 students will qualify for free meals (for a total of 180 students and 100% of proposed enrollment).
- The Charter School’s projected facilities costs are based on Petitioner’s estimated rental and utility rate of \$220,140 in year one. Petitioners did not include any supporting information to substantiate this assumption, such as a draft rental / lease agreement, or a breakdown of utility costs to substantiate the facilities, utilities, and other assumed operating costs included in the budget.

District staff also found that the Petition contained unreasonable operational budget estimates of the anticipated revenues and expenditures necessary to operate the Charter School. (*See* 5 CCR § 11967.5(c)(3)(B)(2)).

- The assumption of \$250,000 start-up cash described as “Foundation Fundraising” is unsubstantiated by a Letter of Intent, a fundraising plan, or documentation of the funds currently in hand. District staff infers that this \$250,000 start-up cash is capital that was obtained from the school-related organization that previously identified as the River Family Foundation (RFF), which included donations from many NVUSD parents and community members that had been solicited for the purpose of providing educational and enrichment experiences to current and future District middle school students. The two Lead Petitioners previously served on the board of RFF, which has failed to follow protocols and procedures to dissolve itself as an official school-related organization. Lead Petitioners, in their capacity as RFF board members and leaders, have failed to respond to the District’s requests for documentation and records related to these funds in alignment

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with NVUSD Board Policy 1321, which provides guidance for oversight of school-related organizations.¹⁵

- Lottery funding is calculated based on prior year Annual ADA. Petitioners failed to recognize that charter schools are not entitled to, and do not receive, lottery funding in the first year of operation. This creates an overstatement of revenue in Year 1 by \$38,988.
- Startup cash flow includes \$18,833 in certificated supervisors' and administrators' salaries, in addition to \$5,417 for classified supervisors' and administrators' salaries. However, no statutory employee benefits are included for the startup year (*e.g.*, Social Security, Medicare, SUI, workers' compensation insurance).
- Substitute teacher costs are reflected under contracted services as opposed to a salary account line, which is incorrect per CSAM. Additionally, there is no inclusion of statutory benefit costs for substitute teachers (*e.g.*, Social Security, Medicare, state unemployment insurance, workers' compensation insurance). (Petition budget, Schedule D Expenses tab).
- Year 2 cash flow excludes lease and utility expenses, which are included in the Year 2 budget in the amount of \$253,161. The projected Year 2 cash flow shows a cash balance of \$122,188 at the end of fiscal year 2023-2024. However, if the lease and utility costs had been included in the Year 2 cash flow, the Charter School would be projected to have a negative cash balance as early as November 2023 and continuing through June 2024, likely accumulating to a cash deficit of about **\$128,000**.
- The amount budgeted for core and student instructional materials is insufficient to purchase materials for every content area for their projected enrollment of 180 students. For example, NVUSD's recent adoption of Amplify Science cost an average of \$190 per student, including student materials, teacher's guides, and lab kits).
- There is continuous reference to "ending cash balance" and "net income" in the Petition budget, but inadequate identification of the ending fund balance, which is used to calculate the reserve.

The Petition and supporting documents do not adequately provide for the acquisition of and budgeting for general liability, workers' compensation, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance. (*See* 5 CCR § 11967.5(c)(3)(C).)

- Petitioners claim that general liability insurance and workers' compensation insurance will be obtained, but there is no documentation substantiating details such as the estimated per-claim or aggregate coverage amounts, which would ultimately determine the cost. Therefore, the District is unable to determine, based on the information in the Petition and supporting documents, whether the budgeted expenditures are realistic.

¹⁵ Lead Petitioners' history with RFF, and their direct involvement with the posture taken by RFF toward District inquiries regarding these funds, provides additional support for the finding in Part IV.B.5 below that there is a likelihood, if the Petition is granted, of a working relationship between the Charter School and the District that will not be conducive to effective Charter School oversight by the District.

- There is no mention of additional types of insurance that may be needed, such as student accident insurance.

Finally, although the Petition provide a budget for the proposed Charter School (including the proposed first year operational budget (with budget assumptions), startup cost, and cash flow and financial projections for the first three years of operation (Section 47605(h))), the budget documents are inadequate and not prepared according to state standards. The budget documents do not differentiate between unrestricted and restricted revenues and expenses, as outlined in the California School Accounting Manual (CSAM). California Code of Regulations, Title 5, section 15071 (5 CCR § 15071). 5 CCR § 15071 requires charter schools to follow the CSAM. The Charter School Oversight Checklist published by the state Fiscal Crisis and Management Assistance Team (FCMAT) (published at <https://www.fcmat.org/charter-school-oversight-checklist>) outlines how separate accounts must be maintained for unrestricted and restricted revenues and expenditures.

2. Petitioners Are Unfamiliar with the Content of the Petition and the Requirements of Law That Would Apply to the Proposed Charter School

As set forth above in Part IV.B.1, erroneous assumptions in the Petition budget reflect an unfamiliarity on Petitioners' part regarding the requirements of law that would apply to the Charter School (*e.g.*, lottery funding, LCFE funding rates for Unduplicated pupils). Petitioners' unfamiliarity with charter school legal requirements is also evidenced by the inclusion in the Petition of an admissions preference that violates the Education Code.

(a) Admissions Criteria Are Unlawful and Potentially Discriminatory

The "Admissions Criteria" portion of the Petition (Element VIII) violates the Education Code by conditioning admissions preferences on parent volunteer hours. This unlawful preference may also have a disparate impact on certain student subgroups by limiting enrollment access for students whose parents are unable to contribute the volunteer time required to qualify for this preference.

The Petition provides that in the event enrollment demand exceeds capacity, admissions preferences in a random drawing may be extended to various categories of students, including:

1. Students residing in the Napa Valley Unified School District
2. Siblings of admitted students
3. Children of teachers, staff and Founding Parents of MCMS (up to 10% of enrollment)
4. Foster Youth and/or Homeless Youth
5. Students who are currently enrolled in or reside in the attendance area of Shearer Elementary School.

(Petition, p. 145.) However, a "Founding Parent" (referenced in preference #3) is defined on page 143, footnote 176, as being "required to volunteer a significant number of hours (at least 75) prior to the opening of MCMS in August 2022, towards MCMS' planning, design and initial implementation." Granting admissions preferences based on volunteer hours is not allowed under

Section 47605(e)(2)(B)(iv) (“In accordance with Section 49011,¹⁶ preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.”).

In addition to violating Section 47605(e)(2)(B)(iv), this provision may also violate Section 47605(e)(2)(B)(iii), which prohibits enrollment preferences that may “result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.”

Requiring parental volunteer hours as a condition of granting an enrollment preference may result in limiting enrollment access for families who are: (a) unable to contribute a “significant number of [volunteer] hours” due to economic circumstances or having to attend to the needs of a child with disabilities; or (b) are parents of English Learner students who may be discouraged from volunteering due to language barriers.

3. Petitioners Lack Necessary Background in Areas Critical to the Charter School's Success and Do Not have a Viable Plan to Secure the Services of Individuals with the Necessary Background

Based on the Board of Directors résumés in Appendix F of the Petition, at least some have backgrounds in finance and/or business management. However, none of the proposed directors appear to have any background in the highly-specialized area of school finance. Nor do any of the proposed directors appear to have backgrounds in curriculum, instruction, and assessment, or as the head administrator of a school, and none has school administrative experience of any kind.

Lead Petitioners have admitted that they are parents, that they will not be operating the Charter School themselves on a day-to-day basis, and that they have not identified or hired a leadership team yet. (*See* Parts IV.B.4 and IV.B.5 below.) The Petition sets forth a goal of hiring a well-qualified Head of School, and lists job duties and qualifications for that individual. (Petition, pp. 4, 122-124.) However, having a goal is not the same thing as having a plan. As described in the Petition, the key elements of the Search Plan that will be implemented to meet that goal *are still to be determined*. (Petition, p. 4.) The Petition states that a search committee will “outline the process for the search, including a complete timeline and milestones,” at some point in the future. (*Id.*) If the Petition is granted in December of 2021, the Search Committee will need to have its Search Plan completed immediately thereafter, if it is not yet completed, in order to find well-qualified candidates in the midst of an extremely difficult hiring environment for school staff and administration. The lack of detail provided in the Petition offers little confidence that the Search Plan that is ultimately developed will have a strong chance of resulting in hiring a Head of School with the necessary experience and competence.

¹⁶ *See* Ed. Code § 49011(b)(4): “A school district or school shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil’s parents or guardians, and a school district or school shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil’s parents or guardians did not or will not provide money or donations of goods or services to the school district or school.”

The Petition also fails to articulate a clear plan for selection of individuals or entities contracted to provide services (including administrative and special education) to the Charter School. Again, although the Petition states goals for the selection of its contractors (*see* Petition, pp. 102 (special education), 171-172 (administrative services)), it does not explain how the Charter School plans to ensure that those goals are met. Budget allocation for special education services is also incomplete and/or inadequate.

The Petition is also deficient with regards to plans for recruiting qualified staff in the current hiring environment. The list of “meaningfully interested” teachers who signed the Petition does not include a credentialed math or special education teacher. Both of these are historically difficult-to-fill positions, and the Petition lacks a clear plan for recruitment.

Finally, Petitioners do not offer a competitive salary and benefits package. For example, NVUSD schools and existing NVUSD charter schools all offer a defined benefit retirement program through State Teachers Retirement System (STRS) or Public Employee Retirement System (PERS). The Petition does not offer these retirement options, and instead offers Social Security and a 3% contribution to a 403(b) plan. Current teachers who signed the Petition participate in a STRS plan, and would no longer be able to participate going forward. Average current salary and benefits of teachers currently employed by the District who signed the petition is approximately \$115,000. These teachers would need to take a significant reduction in salary and benefits, of approximately \$26,550. These factors will further complicate recruiting and impede the Charter School from attracting well-qualified staff in the current hiring environment.

4. Lead Petitioners’ Refusal of the District’s Capacity Interview Supports an Inference that They Are Unfamiliar with the Petition

When District staff attempted to schedule a capacity interview with Petitioners, including Lead Petitioners and members of their leadership team, to ask questions regarding Petitioners’ plan for starting up and operating the Charter School—including questions regarding the budget set forth in the Petition—Lead Petitioners requested that all questions regarding budget be directed to their consultant; and further informed the District that since they were parent petitioners, they should not be expected to answer questions regarding budgeting or school operations, and requested that any questions about the Petition be directed to them in writing.

When District staff stated that it was expected that questions about the Petition be directed to the persons who will actually lead the Charter School rather than a consultant, Lead Petitioners characterized this request as unreasonable, given that they had not yet hired a leadership team. However, it is the Petitioners—not an outside consultant—who would be ultimately responsible for establishing and operating the Charter School if the Petition is granted. Lead Petitioners’ unwillingness to answer in-person questions regarding the Petition, and their insistence on questions being presented in writing, raises an inference that Petitioners themselves are unfamiliar with the content of the Petition, and further that they are unprepared to provide clarification regarding how they expect to implement the program set forth in the Petition (including their plans to engage the services of individuals with the knowledge and experience that Lead Petitioners tacitly admit they lack).

5. Lead Petitioners’ Refusal of the District’s Capacity Interview Raises Concerns Regarding an Effective Charter Oversight Relationship if the Petition is Granted

As set forth above in Part II.B and Part IV.B.4, during the District’s review of the Petition, District staff scheduled a capacity interview with Petitioners on November 15, 2021, to enable Petitioners to respond to questions about the Petition prior to the Review Team issuing its final findings of fact and recommendation to the Board. Lead Petitioners at first stated that they were available at the scheduled interview time, but then attempted to impose their own conditions on the conduct of the interview in advance and ultimately refused to attend the capacity interview.

If the Petition is granted, the District, as the authorizing entity, would have oversight responsibilities with respect to the Charter School, including monitoring the charter school’s fiscal condition and its compliance with the terms of the charter and all requirements imposed by state law. (See, e.g., Ed. Code § 47604.32.) The charter school would also be responsible for promptly responding to all reasonable inquiries from the authorizing entity, including inquiries regarding its financial records, and for consulting with the authorizing entity with respect to any such inquiries. (Ed. Code § 47604.3.) Thus, a cooperative and collaborative working relationship between a charter school and its authorizing entity is important to ensure efficient and effective charter school oversight by the authorizer and the ultimate success of the charter school.¹⁷

District staff finds that the conduct of Lead Petitioners—both of whom will be members of the Charter School’s board—with respect to the capacity interview indicates a likelihood that if the Petition is granted, the Charter School will adopt a non-collaborative and non-cooperative posture towards its authorizer from the onset of the charter-authorizer relationship, which could impede effective oversight. This likelihood provides additional support, in addition to the findings listed above in this section, for the finding that Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

C. The Petition Does Not Contain Reasonably Comprehensive Descriptions of Elements (A) through (O) of Section 47605(c)(5)

1. Educational Program (Section 47605(c)(5)(A))

The Regulations provide several factors to consider in determining whether a charter petition’s educational program meets the minimum standards for a “reasonably comprehensive” description. (See 5 CCR § 11967.5.1(f)(1).) Under those standards, the Petition’s description of the Charter School’s educational program is not reasonably comprehensive.

First, as set forth above in Parts IV.A.1 and IV.A.2, the Petition does not describe the Charter School’s proposed curriculum and professional development plan, or its annual goals and

¹⁷ See, e.g., FCMAT, *The Importance of Charter School Oversight* (presentation, 4th Annual Charter School Authorizing Conference (Sep. 20, 2018), available at <https://www.fcmat.org/PublicationsReports/September%20202018%20Charter%20Oversight%20CARSNET.pdf>, Slide 3 (“Collaborative efforts between charter schools and their authorizers are in the best interest of all students”; “Open communication is important every step of the way”).

strategies to achieve those goals, comprehensively enough to warrant a finding that these components support a sound educational program. There are many mentions of professional development related to instructional approaches and pedagogy (*see* Petition, pp. 82-84), but no specific descriptions of professional development needed to support the various curricula proposed—for example, the Petition does not describe professional development in the tiered interventions that “all teachers and instructional aides will provide” (Petition, p. 54) during the proposed Learning Lab.

More specifically, the Petition’s description of how the Charter School will provide services to English learners and students with disabilities is not sufficiently comprehensive to support a conclusion that the Charter School is likely to adequately support these vulnerable subgroups of students, as follows:

(a) Students Identified as English Learners

As explained above in Part IV.A.1, the description of English learner (EL) services in the Petition is inadequate for District staff to determine whether the Charter School will adequately support EL students. In addition to the deficiencies outlined there, the Petition does not comprehensively describe the strategy for Designated English Language Development (ELD) instruction.

The Petition gives inconsistent specifications of the amount of designated ELD that will be provided differently on different pages: “at least three days per week for 45 minutes per session” (p. 89), in “30-45 minute mini-classes based on student needs” (p. 54), or four days per week for an unspecified period of time (p.63).

Designated ELD will be offered during a Learning Lab. The Learning Lab is described as a 45-minute period built into the schedule of all students, for personalized practice, individual and group instruction, designated ELD, and special education services. (see, e.g. Petition, p. 54) The Petition does not explain how students will be assigned to Learning Lab classes (for example, whether EL students will be clustered by proficiency level in order to facilitate designated ELD instruction at their proficiency level). In one place, it states that “during these focused designated ELD sessions, students will be grouped homogeneously according to their ELD level, including across grade levels” (p. 89), but there is no indication whether this will be achieved by configuring EL-only Learning Lab classes, by groupings within a heterogeneous class, or by other means.

The petition does not describe the specific content of designated ELD instruction, but it does state that students will be assigned to ELD I, ELD II, or ELD III, and taught English skills using a specified curriculum. The English Language Proficiency Assessments for California (ELPAC) scores described as the basis of this grouping (*i.e.*, “beginner”, “early intermediate”, “intermediate”, and “early advanced”) correspond to scores on the former California English Language Development Test (CELDT), which was replaced by the ELPAC in spring 2018. Thus, the ELD instructional program may be based on outdated assessments or standards.

Additionally, both special education services and ELD are supposed to take place during the Learning Lab period. (Petition, p. viii.) Under federal law, EL students with disabilities are

entitled to services that address both their disability and their language needs. (See U.S. Department of Justice, Office of Civil Rights: “Dear Colleague” letter regarding guidance to ensure equal access to high-quality education for EL students (January 7, 2015), p. 25, available at <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>.) The Petition does not explain how these students will receive all of the services they require.

(b) Students With Disabilities

As explained above in Part IV.A.2, the Petition’s description of how it will meet the needs of students with disabilities who are also classified as English Learners, or of students who require specialized academic instruction (SAI) or related services, is inadequate. The Petition also fails to reasonably comprehensively describe how the Charter School’s proposed facility will be rendered accessible to students with disabilities. (See Part IV.A.2 above.) In addition, the Petition states that the Charter School will comply with the Individuals with Disabilities Act (IDEA) and Section 504, but offers little specificity on its plan for compliance. (Petition, pp. 99-100.)

All statements in the Petition regarding services for students with disabilities are subject to Special Education Local Plan Area (SELPA) approval and availability. The Petition describes what the charter “may” do to attain resources for students, but also states that all resources and services are subject to SELPA availability. (Petition, p. 97.) The Petition states that the Charter School will apply for membership in the Los Angeles County Office of Education Charter SELPA, El Dorado County Charter SELPA, or another SELPA approved by the California State Board of Education. There is no letter of support in Appendix H from the Los Angeles County Charter SELPA, contrary to the statement on page 97 of the Petition; the Petition does not set forth a clear plan for SELPA membership application; and the budget does not substantiate the Petition’s estimates and assumptions regarding costs of special education services sufficiently for the District to validate the soundness of those assumptions.

While the Petition specifies that the Charter School will be “solely responsible for compliance with Section 504” (Petition, p. 98), it does not demonstrate the same level of detail with regards to compliance with IDEA. The Petition states that the Charter School would be its own Local Educational Agency (LEA) for IDEA purposes, but lacks a detailed description of the identification of students who would meet eligibility under the IDEA. (Petition, pp. 99-102.) The Petition refers to “assessments” (p. 100), but does not identify specifically the assessments to be used.

There is no reference to how the Charter School intends to absorb or mitigate the costs of providing services for students with exceptional needs. There is no specificity in the charter budget regarding the provision of necessary related services. There is also no provision in the budget that demonstrates charter’s responsibilities to provide various forms of SAI, whether through a special day class model or a resource specialist model. A vague special education expense item of \$41,000 for the 2022-2023 academic year does not adequately explain how required specific services will be sufficiently delivered. There also is no specific special education budget item for supplies, indicating a lack of specificity for how the charter will adequately provide assistive technology or services for low incidence disability eligible students. The budget allocation for instructional aides also is silent as to the needs of special education

students, and likely in any event fails to provide sufficient resources for the unique needs of special education students.

The Petition does not address the needs of English Learners with disabilities. In addition, the Charter School schedule has the same period—the learning lab—as both designated ELD time and time for Specialized Academic Instruction. Although in NVUSD these two categories are often overlapped, there is not a provision within the Petition to address services for students with both needs: 180 minutes weekly (Petition, p. viii) is not sufficient. There is also a lack of discussion regarding assessments of students in their primary language, other than the intent to contract with the SELPA.

The Petition does not address low-incidence disabilities, and how services for students in that population will be served. NVUSD currently serves 61 students who are hard of hearing, which is 2.7% of its special education population. There is no provision for students with this disability in the Petition. The Petition states that it will modify curriculum and that it will provide students education in the least restrictive environment, but is vague as to how these objectives will be attained.

The only special-education job classification addressed in Staff Qualifications is the special education teacher (no Speech-Language Pathologist, Occupational Therapist, Teacher of Students with Visual Impairments, Behaviorist, etc.). There is no designation for the Data Manager for the special education data and student information system. There is also no designation in the Staff Qualifications portion of the Petition for administrative oversight of special education. While the Charter School may contract for some or all of these services, there is no substantiation in the budget for the estimated costs of contracted special education services.

The lack of specificity regarding services for students with disabilities in the Petition raises a concern regarding the Charter School’s potential exposure to liability as a sole LEA.

2. Means to Achieve a Balance of Student Population Reflective of District General Population (Section 47605(c)(5)(G))

The Regulations specify that a “reasonably comprehensive” description of Element (G) of Section 47605 is presumed to have been met, in recognizing the limitations on admissions to charter schools imposed by Education Code section 47605(e) (*see* Part IV.B.2 above), absent specific information to the contrary. (5 CCR § 11967.5.1(f)(7).) However, an analysis of the students whose parents signed the Petition indicating meaningful interest in enrollment shows that the initial class of Charter School students is not likely to reflect the ethnic, racial, special education and English learner general population of the District.

For instance, the Unduplicated¹⁸ rate of students whose parents indicated interest in the Charter School is only 24.5% (in contrast with Petitioners’ “conservative[.]” estimate of Unduplicated students at 60%) (Petition, p. 139) whereas general District Unduplicated rate is 55%. This

¹⁸ *See* Part III above for definition of Unduplicated students.

disparity between the initially interested families and District general population overcomes the presumption set forth in the Regulations.

The Petition does not describe student outreach practices that are likely to reduce this demographic disparity. Although Petitioners claim they “can not predict enrollment demographics,” initial enrollment projections are based upon the geographically closest elementary (Shearer) and middle (Redwood) schools. However, both those schools are “residential schools” with geocoded dwellings assigned to attendance boundary areas; whereas the Charter School would be an “open enrollment school” without a residential boundary, thus rendering those demographic enrollment projections unreliable.

The Petition describes outreach efforts on page 140, yet none of those efforts appear to be specifically targeted toward English learners, students with disabilities, or racially/ethnically diverse students. Although Petitioners plan to offer outreach communications in both Spanish and English, the Petition does not describe any plans to specifically emphasize the benefits of the Charter School to English learners, students with disabilities, or racially/ethnically diverse students as part of those outreach efforts, or to specifically reach out to those populations (*e.g.*, through postings to forums or publications that are mainly in languages other than English, presentations to site-level English Learner Advisory Committees, or to organizations that serve students with disabilities).

3. Measurable Student Outcomes (Section 47605(c)(5)(B))

The Regulations provide that a “reasonably comprehensive” description of measurable student outcomes should “specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.” (5 CCR § 11967.5.1(f)(2)(A).)

The Petition lacks careful consideration of subgroups when establishing its measurable student learning outcomes. The Petition admits that “MCMS is not setting disparate goals for our schoolwide learner outcomes and specific subgroup learner outcomes” (p. 108), and continues on to say that “all students will be able to meet our high expectations for achievement” (*Id.*) and that the Charter School may adjust its goals based on results after Year 1. Stronger goals in the Petition would have considered the achievement levels of English Learners, students with disabilities, and statistically significant ethnic subgroups, and established goals based on current District baseline data. It is not clear that the measurable student outcomes and goals outlined in the Petition are “capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.” (5 CCR § 11967.5.1(f)(2)(A).)

D. The Proposed Charter School is Demonstrably Unlikely to Serve the Interests of the Entire Community in which the School is Proposing to Locate

District staff finds that the Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate, on the grounds that:

- The Charter School duplicates programs that the District already offers and which have sufficient capacity;
- The Charter School would undermine existing District services, academic offerings, or programmatic offerings due to its fiscal impact.
- Additionally, community interest in the Charter School does not appear strong, based on: (1) comments at the November 4 public hearing on the Petition, where 17 persons spoke in support of the Charter School but 23 spoke in opposition to the Charter School; and (2) responses to the District's November 2021 parent signature validation calls, in which only 76 percent of the parents whom the District was able to contact stated that they were still meaningfully interested in enrolling their children in the Charter School.
- The Charter School also appears unlikely to serve the interests of the entire NVUSD community, because the Petition appears to have large portions simply cut and pasted from another charter petition that was submitted last year to Compton Unified School District, rather than having been prepared specifically with the needs of NVUSD students and the NVUSD community in mind.

District programs that would be duplicated by the Charter School include the following:

New Tech Network Program

This program was founded in Napa. Not only does the District already have schools that are official New Tech Network Schools, but District schools already use core components of this program, including having 1-to-1 technology access and Project Based Learning.

Multi-Tiered System of Support (MTSS)

NVUSD developed the MTSS in an effort to bring equity and consistency to the way students qualify for and receive academic, behavioral and social emotional interventions. The Administrator and Site Teams Reference Guide is a comprehensive document that outlines the indicators that are used to identify the level of intervention students in grades TK-12 should receive within a multi-tiered support system. It also describes the supports that should be utilized in the various tiers of intervention. The MTSS Maps are a corresponding tool to this guide. MTSS Maps are designed by grade bands across two areas: Academic and Social Emotional Behavioral. The Maps are a guide used by site teams in order to identify the resources and supports available to all students in the NVUSD.

Blended Learning Software

NVUSD utilizes a full suite of blended learning software, including online assessments. A small sampling of these includes Amplify, Imagine Language and Literacy, Study Sync, Star Renaissance, and Rosetta Stone (for ELD).

Positive Behavioral Intervention Supports (PBIS)

The MTSS for PBIS is designed to support students with ongoing appropriate and positive behaviors by increasing tiers of interventions and levels of integrated academic and behavioral support based on need. As separate tools working on parallel tracks, the MTSS and the discipline response toolkit create a systemic framework for intervention and discipline, to best support students when they are facing challenges, in a consistent and equitable manner across the district. Both rely on a commitment to building positive school and classroom climates, as well as consistent implementation of Tier I behavioral interventions in classrooms and common areas.

The Charter School would significantly undermine existing District programs by diverting the revenues received by the District. For example, the proposed budget lists estimated Local Control Funding Formula (LCFF) revenues of a total of \$13 million dollars over 5 years (\$1,644,135; \$2,175,388; \$2,764,075; \$3,341,947; and \$3,409,163). As a result, the District would need to reduce its number of teachers as follows:

- A loss of 16 teachers in Year 1
- An additional loss of 5 NVUSD teachers in Year 2 for a total loss of 21 teachers
- An additional loss of 6 NVUSD teachers in Year 3 for a total loss of 27 teachers
- An additional loss of 6 NVUSD teachers in Year 4 for a total loss of 33 teachers
- An additional loss of 1 NVUSD teacher in Year 5 for a total loss of 34 teachers

V. Conclusion

Based on the foregoing reasons, District Staff recommends that the Mayacamas Charter Middle School Petition be denied.

APPENDICES FOLLOW

Appendix A: California Education Code § 47605

Appendix B: Title 5, California Code of Regulations, § 11967.5.1: *Criteria for the Review and Approval of Charter School Petitions and Charter School Renewal Petitions by the State Board of Education (SBE)*

APPENDIX

A

**EDUCATION CODE - EDC****TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 65001]** (*Title 2 enacted by Stats. 1976, Ch. 1010.*)**DIVISION 4. INSTRUCTION AND SERVICES [46000 - 65001]** (*Division 4 enacted by Stats. 1976, Ch. 1010.*)**PART 26.8. CHARTER SCHOOLS [47600 - 47663]** (*Part 26.8 added by Stats. 1992, Ch. 781, Sec. 1.*)**CHAPTER 2. Establishment of Charter Schools [47605 - 47608]** (*Chapter 2 added by Stats. 1992, Ch. 781, Sec. 1.*)

47605. (a) (1) Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:

(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation.

(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.

(2) A petition that proposes to convert an existing public school to a charter school that would not be eligible for a loan pursuant to subdivision (c) of Section 41365 may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after the petition is signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.

(3) A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having their child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

(4) After receiving approval of its petition, a charter school that proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter and shall notify the chartering authority of those additional locations or grade levels. The chartering authority shall consider whether to approve those additional locations or grade levels at an open, public meeting. If the additional locations or grade levels are approved pursuant to the standards and criteria described in subdivision (c), they shall be a material revision to the charter school's charter.

(5) (A) A charter school that established one site outside the boundaries of the school district, but within the county in which that school district is located before January 1, 2020, may continue to operate that site until the charter school submits a request for the renewal of its charter petition. To continue operating the site, the charter school shall do either of the following:

(i) First, before submitting the request for the renewal of the charter petition, obtain approval in writing from the school district where the site is operating.

(ii) Submit a request for the renewal of the charter petition pursuant to Section 47607 to the school district in which the charter school is located.

(B) If a Presidential declaration of a major disaster or emergency is issued in accordance with the federal Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. Sec. 5121 et seq.) for an area in which a charter school site is located and operating, the charter school, for not more than five years, may relocate that site outside

the area subject to the Presidential declaration if the charter school first obtains the written approval of the school district where the site is being relocated to.

(C) Notwithstanding subparagraph (A), if a charter school was relocated from December 31, 2016, to December 31, 2019, inclusive, due to a Presidential declaration of a major disaster or emergency in accordance with the federal Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. Sec. 5121 et seq.), that charter school shall be allowed to return to its original campus location in perpetuity.

(D) (i) A charter school in operation and providing educational services to pupils before October 1, 2019, located on a federally recognized California Indian reservation or rancheria or operated by a federally recognized California Indian tribe shall be exempt from the geographic restrictions of paragraph (1) and subparagraph (A) of this paragraph and the geographic restrictions of subdivision (a) of Section 47605.1.

(ii) The exemption to the geographic restrictions of subdivision (a) of 47605.1 in clause (i) does not apply to nonclassroom-based charter schools operating pursuant to Section 47612.5.

(E) The department shall regard as a continuing charter school for all purposes a charter school that was granted approval of its petition, that was providing educational services to pupils before October 1, 2019, and is authorized by a different chartering authority due to changes to this paragraph that took effect January 1, 2020. This paragraph shall be implemented only to the extent it does not conflict with federal law. In order to prevent any potential conflict with federal law, this paragraph does not apply to covered programs as identified in Section 8101(11) of the federal Elementary and Secondary Education Act of 1965 (20 U.S.C. Sec. 7801) to the extent the affected charter school is the restructured portion of a divided charter school pursuant to Section 47654.

(6) Commencing January 1, 2003, a petition to establish a charter school shall not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(b) No later than 60 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The governing board of the school district shall publish all staff recommendations, including the recommended findings and, if applicable, the certification from the county superintendent of schools prepared pursuant to paragraph (8) of subdivision (c), regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter. At the public hearing at which the governing board of the school district will either grant or deny the charter, petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings.

(c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following:

(A) (i) 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.

(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

(iii) 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.

(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.

(C) 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.

(D) 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.

(E) The qualifications to be met by individuals to be employed by the charter school.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

(G) The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.

(H) Admission policies and procedures, consistent with subdivision (e).

(I) 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.

(J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses,

and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(K) 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.

(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

(M) 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.

(N) The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.

(O) 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.

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

(7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:

(A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.

(B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

(8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

(d) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

(2) Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the charter school's educational programs.

(e) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of that pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(4) (A) A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).

(B) A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

(C) A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (c).

(D) The department shall develop a notice of the requirements of this paragraph. This notice shall be posted on a charter school's internet website. A charter school shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:

(i) When a parent, guardian, or pupil inquires about enrollment.

(ii) Before conducting an enrollment lottery.

(iii) Before disenrollment of a pupil.

(E) (i) A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.

(ii) The department shall develop a template to be used for filing complaints pursuant to clause (i).

(5) Notwithstanding any other law, a charter school in operation as of July 1, 2019, that operates in partnership with the California National Guard may dismiss a pupil from the charter school for failing to maintain the minimum standards of conduct required by the Military Department.

(f) The governing board of a school district shall not require an employee of the school district to be employed in a charter school.

(g) The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school.

(h) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.

(i) In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032, as that section read before July 19, 2006.

(j) Upon the approval of the petition by the governing board of the school district, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the applicable county superintendent of schools, the department, and the state board.

(k) (1) (A) (i) If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education. The petitioner shall submit the petition to the county board of education within 30 days of a denial by the governing board of the school district. At the same time the petition is submitted to the county board of education, the petitioner shall also provide a copy of the petition to the school district. The county board of education shall review the petition pursuant to subdivisions (b) and (c). If the petition submitted on appeal contains new or different material terms, the county board of education shall immediately remand the petition to the governing board of the school district for reconsideration, which shall grant or deny the petition within 30 days. If the governing board of the school district denies a petition after reconsideration, the petitioner may elect to resubmit the petition for the establishment of a charter school to the county board of education.

(ii) The county board of education shall review the appeal petition pursuant to subdivision (c). If the denial of the petition was made pursuant to paragraph (8) of subdivision (c), the county board of education shall also review the school district's findings pursuant to paragraph (8) of subdivision (c).

(iii) As used in this subdivision, "material terms" of the petition means the signatures, affirmations, disclosures, documents, and descriptions described in subdivisions (a), (b), (c), and (h), but shall not include minor administrative updates to the petition or related documents due to changes in circumstances based on the passage of time related to fiscal affairs, facilities arrangements, or state law, or to reflect the county board of education as the chartering authority.

(B) If the governing board of a school district denies a petition and the county board of education has jurisdiction over a single school district, the petitioner may elect to submit the petition for the establishment of a charter school to the state board. The state board shall review a petition submitted pursuant to this subparagraph pursuant to subdivision (c). If the denial of a charter petition is reversed by the state board pursuant to this subparagraph, the state board shall designate the governing board of the school district in which the charter school is located as the chartering authority.

(2) If the county board of education denies a petition, the petitioner may appeal that denial to the state board.

(A) The petitioner shall submit the petition to the state board within 30 days of a denial by the county board of education. The petitioner shall include the findings and documentary record from the governing board of the school district and the county board of education and a written submission detailing, with specific citations to the documentary record, how the governing board of the school district or the county board of education, or both, abused their discretion. The governing board of the school district and county board of education shall prepare the documentary record, including transcripts of the public hearing at which the governing board of the school district and county board of education denied the charter, at the request of the petitioner. The documentary record shall be prepared by the governing board of the school district and county board of education no later than 10 business days after the request of the petitioner is made. At the same time the petition and supporting documentation is submitted to the state board, the petitioner shall also provide a copy of the petition and supporting documentation to the school district and the county board of education.

(B) If the appeal contains new or different material terms, as defined in clause (iii) of subparagraph (A) of paragraph (1), the state board shall immediately remand the petition to the governing board of the school district to which the petition was submitted for reconsideration. The governing board of the school district shall grant or

deny the petition within 30 days. If the governing board of the school district denies a petition after reconsideration, the petitioner may elect to resubmit the petition to the state board.

(C) Within 30 days of receipt of the appeal submitted to the state board, the governing board of the school district or county board of education may submit a written opposition to the state board detailing, with specific citations to the documentary record, how the governing board of the school district or the county board of education did not abuse its discretion in denying the petition. The governing board of the school district or the county board of education may submit supporting documentation or evidence from the documentary record that was considered by the governing board of the school district or the county board of education.

(D) The state board's Advisory Commission on Charter Schools shall hold a public hearing to review the appeal and documentary record. Based on its review, the Advisory Commission on Charter Schools shall submit a recommendation to the state board whether there is sufficient evidence to hear the appeal or to summarily deny review of the appeal based on the documentary record. If the Advisory Commission on Charter Schools does not submit a recommendation to the state board, the state board shall consider the appeal, and shall either hear the appeal or summarily deny review of the appeal based on the documentary record at a regular public meeting of the state board.

(E) The state board shall either hear the appeal or summarily deny review of the appeal based on the documentary record. If the state board hears the appeal, the state board may affirm the determination of the governing board of the school district or the county board of education, or both of those determinations, or may reverse only upon a determination that there was an abuse of discretion. If the denial of a charter petition is reversed by the state board, the state board shall designate, in consultation with the petitioner, either the governing board of the school district or the county board of education in which the charter school is located as the chartering authority.

(3) A charter school for which a charter is granted by either the county board of education or the state board based on an appeal pursuant to this subdivision shall qualify fully as a charter school for all funding and other purposes of this part.

(4) A charter school that receives approval of its petition from a county board of education or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the chartering authority to which it originally submitted its petition. A charter petition that is submitted to either a county board of education or to the state board shall meet all otherwise applicable petition requirements, including the identification of the proposed site or sites where the charter school will operate.

(5) Upon the approval of the petition by the county board of education, the petition or petitioners shall provide written notice of that approval, including a copy of the petition, to the governing board of the school district in which the charter school is located, the department, and the state board.

(6) If either the county board of education or the state board fails to act on a petition within 180 days of receipt, the decision of the governing board of the school district to deny the petition shall be subject to judicial review.

(l) (1) Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

(2) By July 1, 2020, all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.

(3) The Commission on Teacher Credentialing shall include in the bulletins it issues pursuant to subdivision (k) of Section 44237 to provide notification to local educational agencies of any adverse actions taken against the holders of any commission documents, notice of any adverse actions taken against teachers employed by charter schools and shall make this bulletin available to all chartering authorities and charter schools in the same manner in which it is made available to local educational agencies.

(m) A charter school shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (c), to its chartering authority, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering authority, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering authority pursuant to Section 41020.

(n) A 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.

(o) The requirements of this section shall not be waived by the state board pursuant to Section 33050 or any other law.

(Amended (as amended by Stats. 2019, Ch. 543, Sec. 3.3) by Stats. 2020, Ch. 24, Sec. 43. (SB 98) Effective June 29, 2020.)

APPENDIX

B

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Title 5. Education

Division 1. California Department of Education

Chapter 11. Special Programs

Subchapter 19. Charter Schools

Article 2. General Provisions

5 CCR § 11967.5.1

§ 11967.5.1. Criteria for the Review and Approval of Charter School Petitions and Charter School Renewal Petitions by the State Board of Education (SBE).

(a) For purposes of Education Code section 47605(c), a charter petition shall be "consistent with sound educational practice" if, in the SBE's judgment, it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted by the SBE.

(b) For purposes of Education Code section 47605(c)(1), a charter petition shall be "an unsound educational program" if it is any of the following:

- (1) A program that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils.
- (2) A program that the SBE determines not to be likely to be of educational benefit to the pupils who attend.

(c) For purposes of Education Code section 47605(c)(2), the SBE shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program."

(1) If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the SBE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control.

(2) The petitioners are unfamiliar in the SBE's judgment with the content of the petition or the requirements of law that would apply to the proposed charter school.

(3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. An unrealistic financial and operational plan is one to which any or all of the following applies:

(A) In the area of administrative services, the charter or supporting documents do not adequately:

1. Describe the structure for providing administrative services, including, at a minimum, personnel transactions, accounting and payroll that reflects an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and time line to develop and assemble such practices and expertise.
2. For any contract services, describe criteria for the selection of a contractor or contractors that demonstrate necessary expertise and the procedure for selection of the contractor or contractors.

(B) In the area of financial administration, the charter or supporting documents do not adequately:

1. Include, at a minimum, the first-year operational budget, start-up costs, and cash flow, and financial projections for the first three years.
2. Include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location.

3. Include budget notes that clearly describe assumptions on revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels.

4. Present a budget that in its totality appears viable and over a period of no less than two years of operations provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school.

5. Demonstrate an understanding of the timing of the receipt of various revenues and their relative relationship to timing of expenditures that are within reasonable parameters, based, when possible, on historical data from schools or school districts of similar type, size, and location.

(C) In the area of insurance, the charter and supporting documents do not adequately provide for the acquisition of and budgeting for general liability, workers compensations, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance.

(D) In the area of facilities, the charter and supporting documents do not adequately:

1. Describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.

2. In the event a specific facility has not been secured, provide evidence of the type and projected cost of the facilities that may be available in the location of the proposed charter school.

3. Reflect reasonable costs for the acquisition or leasing of facilities to house the charter school, taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614.

(4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in these areas:

(A) Curriculum, instruction, and assessment.

(B) Finance and business management.

(d) For purposes of Education Code section 47605(c)(3), a charter petition that "does not contain the number of signatures required by subdivision (a)" of Education Code section 47605 shall be a petition that did not contain the requisite number of signatures at the time of the submission of the original charter to a school district governing board pursuant to Education Code section 47605(a). The SBE shall not disregard signatures that may be purported to have been withdrawn or to have been determined to be invalid after the petition was denied by the school district. The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.

(e) For purposes of Education Code section 47605(c)(4), a charter petition that "does not contain an affirmation of each of the conditions described in subdivision (e)" of Education Code section 47605 shall be a petition that fails to include a clear, unequivocal affirmation of each such condition, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in Education Code section 47605(e).

(f) For purposes of Education Code section 47605(c)(5), the SBE shall take the following factors into consideration in determining whether a charter petition does not contain a "reasonably comprehensive" description of each of the specified elements.

(1) The description of the educational program of the school, as required by Education Code section 47605(c)(5)(A), at a minimum:

(A) Indicates the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.

(B) Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person" in the 21st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.

(C) Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.

(D) Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, or technology-based education).

(E) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to Education Code section 60605 and to achieve the objectives specified in the charter.

(F) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.

(G) Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations.

(H) Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of Education Code section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.

(2) Measurable pupil outcomes, as required by Education Code section 47605(c)(5)(B), at a minimum:

(A) Specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.

(B) Include the school's Academic Performance Index growth target, if applicable.

(3) The method by which pupil progress is to be measured, as required by Education Code section 47605(c)(5)(C), at a minimum:

(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment consistent with paragraph (2)(A) of subdivision (f) of this section.

(B) Includes the annual assessment results from the Statewide Testing and Reporting (STAR) program.

(C) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.

(4) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement in supporting the school's effort on behalf of the school's pupils, as required by Education Code section 47605(c)(5)(D), at a minimum:

(A) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.

(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:

1. The charter school will become and remain a viable enterprise.
2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians).
3. The educational program will be successful.

(5) The qualifications to be met by individuals to be employed by the school, as required by Education Code section 47605(c)(5)(E), at a minimum:

(A) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.

(B) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.

(C) Specify that the requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.

(6) The procedures that the school will follow to ensure the health and safety of pupils and staff, as required by Education Code section 47605(c)(5)(F), at a minimum:

(A) Require that each employee of the school furnish the school with a criminal record summary as described in Education Code section 44237.

(B) Include the examination of faculty and staff for tuberculosis as described in Education Code section 49406.

(C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

(D) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

(7) Recognizing the limitations on admissions to charter schools imposed by Education Code section 47605(e), the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted, as required by Education Code section 47605(c)(5)(G), shall be presumed to have been met, absent specific information to the contrary.

(8) To the extent admission requirements are included in keeping with Education Code section 47605(c)(5)(H), the requirements shall be in compliance with the requirements of Education Code section 47605(e) and any other applicable provision of law.

(9) 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, as required by Education Code section 47605(c)(5)(I), at a minimum:

(A) Specify who is responsible for contracting and overseeing the independent audit.

(B) Specify that the auditor will have experience in education finance.

(C) Outline the process of providing audit reports to the SBE, California Department of Education, or other agency as the SBE may direct, and specifying the time line in which audit exceptions will typically be addressed.

(D) Indicate the process that the charter school will follow to address any audit findings and/or resolve any audit exceptions.

(10) The procedures by which pupils can be suspended or expelled, as required by Education Code section 47605(c)(5)(J), at a minimum:

(A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.

(B) Identify the procedures by which pupils can be suspended or expelled.

(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.

(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).

(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D):

1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion.

2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.

(11) 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, as required by Education Code section 47605(c)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.

(12) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by Education Code section 47605(c)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

(13) The description of the rights of any employees 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, as required by Education Code section 47605(c)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:

(A) Any rights upon leaving the employment of an LEA to work in the charter school that the LEA may specify.

(B) Any rights of return to employment in an LEA after employment in the charter school as the LEA may specify.

(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the SBE determines to be reasonable and not in conflict with any provisions of law that apply

to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.

(14) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(c)(5)(N), at a minimum:

(A) Include any specific provisions relating to dispute resolution that the SBE determines necessary and appropriate in recognition of the fact that the SBE is not an LEA.

(B) Describe how the costs of the dispute resolution process, if needed, would be funded.

(C) Recognize that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

(D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.

(15) The declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. Education Code section 47605(c)(6) recognizes that the SBE is not an exclusive public school employer. Therefore, the charter school must be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (commencing with Government Code section 3540).

(g) A "reasonably comprehensive" description, within the meaning subdivision (f) of this section and Education Code section 47605(c)(5) shall include, but not be limited to, information that:

(1) Is substantive and is not, for example, a listing of topics with little elaboration.

(2) For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.

(3) Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.

(4) Describes, as applicable among the different elements, how the charter school will:

(A) Improve pupil learning.

(B) Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.

(C) Provide parents, guardians, and pupils with expanded educational opportunities.

(D) Hold itself accountable for measurable, performance-based pupil outcomes.

(E) Provide vigorous competition with other public school options available to parents, guardians, and students.

Note: Authority cited: Sections 33031 and 47605, Education Code. Reference: Section 47605, Education Code.

HISTORY

1. New section filed 3-1-2002; operative 3-31-2002 (Register 2002, No. 9).

2. Amendment of section heading, section and Note filed 10-24-2011; operative 11-23-2011 (Register 2011, No. 43).

3. Editorial correction of History 2 (Register 2011, No. 44).

4. Change without regulatory effect amending subsections (a) and (b), repealing subsection (b)(3), amending subsections (c), (d), (e), (f)-(f)(1), (f)(3), (f)(4), (f)(5), (f)(6), (f)(7)-(9), (f)(10), (f)(11)-(13), (f)(14) and (f)(15)-(g) filed 9-28-2020 pursuant to section 100, title 1, California Code of Regulations (Register 2020, No. 40).

This database is current through 9/24/21 Register 2021, No. 39

5 CCR § 11967.5.1, 5 CA ADC § 11967.5.1

END OF DOCUMENT



EXHIBIT 5

Petitioners' Comprehensive Response to NVUSD's
Adopted Staff Report and Findings of Fact Submitted for
Purposes of this Appeal



PETITIONER’S RESPONSE TO NAPA VALLEY UNIFIED SCHOOL DISTRICT FINDINGS IN SUPPORT OF DENIAL OF THE CHARTER PETITION FOR MAYACAMAS CHARTER MIDDLE SCHOOL

This document provides petitioners’ response to the “Staff Report: Proposed Findings of Fact and Recommendations Regarding Petition to Establish a New Charter School (*Mayacamas Charter Middle School*)” that was adopted by the Napa Valley Unified School District (“District”) Board of Education on December 9, 2021 (“Staff Report”). We are presenting this response to correct the false and misleading narrative that was advanced by the District in the Staff Report and during the December 9th meeting. However, we understand the Napa County Board of Education (“County Board”) is required by law to review our charter petition *de novo* without any deference to the District’s poorly-reasoned findings in the Staff Report. We look forward to participating in that fair and impartial process.

As a preliminary matter, we note that the Staff Report fails to acknowledge and address the underlying framework for all decisions under the Charter Schools Act, which has not changed in decades. Under the Act, the District “shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged.” (Ed. Code, § 47605(c).) The very purpose of the Charter Schools Act is to “provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system” to “improve pupil learning,” “increase learning opportunities,” and “provide vigorous competition within the public school system.” (Ed. Code, § 47601.) These legal underpinnings are as much a part of the Education Code as the narrow, cherry-picked provisions cited by the District in the Staff Report. But in any event, the petition for Mayacamas Charter Middle School (“MCMS”) fully meets the letter and intent of every provision in the Charter Schools Act. Simply put—ours is a strong petition deserving of the County Board’s support and approval.

RESPONSE TO DISTRICT STAFF’S PROPOSED FINDINGS

The contentions in the Staff Report are quoted below in bold text, followed by petitioners’ responses to each. As you will see, the District did not have any legitimate grounds to deny the MCMS charter petition, and the charter should have been approved.

A. “The Petition Presents an Unsound Educational Program (Ed. Code, § 47605(c)(1))”

The State Board of Education (“SBE”) has promulgated regulations establishing criteria for evaluating a charter under 5 C.C.R. section 11967.5.1.¹ What is considered to be an “unsound educational program” is narrowly defined. The Staff Report cites the regulations but fails to correctly apply them. A program is considered “unsound” only if it is likely to cause physical, educational, or psychological harm to students or if it is likely to be of no educational

¹ As recognized in the Staff Report, the SBE’s regulations do not apply to the District’s independent review of a charter petition. But since the District nonetheless utilized them in its review of the MCMS charter, we have included them in our analysis for reference.

benefit to the students who attend. (5 C.C.R. § 11967.5.1(b)(1)-(2).) None of those factors are relevant to the MCMS charter, and none are mentioned in the Staff Report.

1. “The Program for English Learner Students Is Inadequate”

This section of the Staff Report is an opinion about the brevity of the description of our proposed English Learner (“EL”) program. The criticism is unfair because our 14+ page description is much longer and more detailed than those in at least two charter petitions previously approved by the District, including as recently as last year for Stone Bridge—an excellent charter school with an undoubtedly comprehensive charter petition. The law requires that a charter petition include a “reasonably comprehensive description” of certain elements, and the MCMS charter does that and more. The law does not require that we describe each and every aspect of the school’s operations and academic program in exhaustive detail. If that were the case, every charter petition in the state would be thousands of pages long. Please see our response to proposed finding C below for a further discussion about what is considered to be a “reasonably comprehensive” charter petition.

The law does not require that a charter include a list of qualifications for every possible employee that might be hired during the school’s existence. The specific qualifications for the EL Coordinator were not included in the charter because that position was not planned for in Year 1. As described in the charter, all employees will “possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by MCMS.” (See charter, p. 121.)² Notably, multiple teachers who signed the petition as “meaningfully interested” are qualified/hold certifications to teach ELs, and we expect that several teachers hired for MCMS will hold such certifications. A job description for the EL Coordinator will be developed once there is a need to fill that position. (*Id.* [“General job descriptions will be developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff”].)

The list of “primary roles and responsibilities” for the Head of School was not intended to be exhaustive. (See p. 122 [“the primary roles and responsibilities of the Head of School shall include/but are not limited to”].) The Head of School job description actually does include several points related to ELs and other subgroups on page 122:

- “Develop and implement a plan that ensures high levels of student achievement for all students and includes: benchmarks, assessments, classroom data, parent and student feedback.
- Develop and implement a plan to address students who are struggling through an MTSS model.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Provide individual student support by designing and evaluating ILPs, student intervention plans, attending IEP’s, and designing a process for measuring and monitoring individual

² All page references or “p.” in this response document are to the charter petition unless otherwise indicated.

student growth both individually (including the MTSS process) and schoolwide/subgroup.”

As the Staff Report highlights, the EL program will be overseen in Years 1 and 2 by either the Head of School “or a qualified teacher-designee.” The minimum qualifications for the Head of School position require “evidence of successful administrative experience in a school serving a diverse student body, including ELs” and “demonstrated experience raising student achievement among...non-native English speakers.” (See p. 124.) The law does not require that a charter school administrator hold a CLAD or BCLAD authorization, but we will of course seek a qualified candidate with all appropriate authorizations. If a teacher is designated to oversee the EL program and provide direct instruction, then that individual will hold the appropriate authorizations (See p. 89 [MCMS will hire “CLAD and BCLAD-certified teachers to serve ELs”].)

The Staff Report cherry picks language and erroneously contends that faculty will not be appropriately trained on strategies for EL students as part of our professional development (“PD”) activities. This is incorrect. On p. 89, two sentences before the detailed section on GLAD strategies, the charter petition states, “Faculty will receive intensive PD and coaching in working with ELs to meet the CA ELD Standards.” (See also, e.g., p. 50 [“Through ongoing professional development our teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design”].) In the PD section of the charter on page 83 regarding the 10 days of Summer PD, the petition includes the following topics:

- Start Strong Conference (content-specific best practices, student engagement, data-driven instruction, classroom management, and CRT)
- Student Support and Progress Team “SSPT” training/MTSS
- Designated and Integrated ELD

The “Start Strong Conference” includes “content-specific best practices,” data-driven instruction, and Culturally Responsive Teaching, all of which relate to EL students and best practices such as GLAD and SDAIE. The MTSS and SSPT programs are integral to our support of ELs, which is described on pages 84-88 of the charter. “Designated and Integrated ELD” training would inherently include training on GLAD and SDAIE strategies for ELs.

Further, the PD description in the charter, which contains more than 190 hours of PD annually, is just an overview/sampling—it was not intended to be an exact list of every topic that will be covered. The charter expressly says that “our PD calendar for the school year will be based on specific teacher needs and data.” (See p. 83.) We intend to offer a robust PD program for our educators that is tailored to their needs. As explained on page 57, teachers and administrators will use data to both determine PD needs and drive PD, and teachers will be trained explicitly on how to use the data (individual, sub-group, and whole class) to assess specific teaching strategies and the impact on students. Our PD calendar will include summer trainings, in-service days throughout the school year, weekly PD events, new teacher support meetings, and professional learning communities. (*Id.*) We also note that our budget includes \$5,000 for external PD consultants and \$250 per teacher for outside conferences.

The description of our reclassification procedures on pages 94-95 of the charter is more detailed than many approved and operating charters around the state, including those approved in our community by the District. The description is also consistent with state law and SBE guidance. The law does not require that a charter school's procedures precisely "match" those of the authorizer. The Staff Report even recognizes that LEAs have discretion when it comes to reclassification procedures. The "alternate assessment for English language proficiency" referenced under criterion #1 is the Alternate ELPAC for students with significant cognitive disabilities. For criterion #2, this is about English language acquisition so students would need a C or better in their English course. We believe that was clear but we apologize for any lack of clarity. For criterion #3, school officials will meet with the parent(s) to gather feedback to use in the final determination. This is the same process followed by public schools all over California. The law does not require that we describe "talking points" for these meetings in the charter. For criterion #4, the school will use the CAASPP in ELA and NWEA MAP reading assessment, which have both been recognized by the SBE as verifiable sources of academic achievement data.³ To summarize our process, the EL Coordinator (or the Head of School or designated teacher in Years 1 and 2) will monitor classroom instruction, update ELD levels in the student information system, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information on ELD progress at each reporting period, and check readiness for promotion, reclassification, or need for intervention. The Head of School will also share the progress and performance of ELs with the teachers and work with them to make the final decision regarding reclassification.

The Staff Report mischaracterizes our process for monitoring ELs described on page 95 of the charter. All instruction at MCMS will be individualized, with every child having an Individual Learning Plan ("ILP") "with personal goals and information about how they best learn and areas in need of strengthening, based on a variety of assessment data." (See p. 2.) While we intend to hold all students to the same high academic standards generally, the charter states that ELs "will have specific short term goals in their ILPs relating to their progress toward classification." (See p. 95.) The goals will be reviewed and updated monthly. If an EL student is not progressing toward English language proficiency at an expected rate, the EL Coordinator (or the Head of School or designated teacher in Years 1 and 2) will come together with teachers to determine the best individualized support for that student.

The Staff Report also mischaracterizes the regular review of our EL program described on page 96. MCMS will use continuous data-driven instruction for all students, and the charter explains in multiple places how we will disaggregate data based on subgroups. (See, e.g., pp. 56, 59, 85, 105, 107, 120.) MCMS will annually conduct a holistic review of the EL program to ensure it is meeting student needs, and will make necessary adjustments based upon various sources of academic achievement data.

³ <https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item13.docx>

2. “The Petition Lacks an Adequate Plan to Meet the Needs of Students with Disabilities”

The description of our plan to serve students with disabilities on pages 97-103 is more detailed than charters that have been approved by the District in the past.

The Staff Report is simply wrong about the perceived lack of an opportunity for specialized academic instruction. As described in multiple places in the charter, all students will have a 45-minute Learning Lab on four days of the week for personalized intervention and support. This allocated time in the schedule for all students will enable the provision of designated ELD and IEP services as needed, as well as personalized practice, support, and intervention, and an opportunity for advanced learning for accelerated learners. All students will have the opportunity to engage in small group instruction, online learning, tutoring, or individualized intervention as appropriate for each student. (See, e.g., pp. 2, 15, 54.)

The Staff Report also incorrectly states that “180 minutes weekly are set aside for all intervention services—including services identified within a student’s Individual Education Plan and required services for English Learners,” suggesting that there is some cap on the amount of time that services may be provided. This is totally inaccurate. While all students will benefit from Learning Lab time four days each week, additional classroom time will be used (as well as before- and after-school) for small group and one-on-one instruction. ELs and students with disabilities will receive extensive supports within each classroom, including “pull-in” services with our Special Education Teacher and/or EL Coordinator, or “pull-out” services as needed. The charter explicitly notes that “This allocated [Learning Lab] time in the schedule for all students will enable provision of services such as designated ELD (30-45 minute mini-classes based on student needs) and IEP services avoiding the need to “pull out” students from other core learning, as much as feasible.” (See p. 54.)

We apologize if our plans to become an LEA member of a SELPA were not clear. As stated on page 97 of the charter, “MCMS shall be its own local educational agency (LEA) and shall apply directly for membership in a SELPA in conformity with Education Code section 47641(a).” We have inquired about SELPA membership with the LACOE Charter SELPA and are in contact with them about the timing of our petition process and their approval process. We are waiting for charter approval before submitting our formal application, which we understand is common practice.

The charter affirms in multiple places that MCMS and its school facility will comply with all applicable laws, including the Americans with Disabilities Act. (See, e.g., pp. 97, 132.) The law does not require that a charter describe “how” a school will make its proposed facility accessible to students with disabilities. We were pleased to hear District staff backtrack at the December 9th meeting on their incorrect, unsupported conclusions that our proposed facility is not accessible. District staff admitted during the meeting that they did not actually take any measurements, and only did a “visual inspection” to make vague determinations about issues like whether or not the bathroom stalls were wide enough. Once our charter is approved and our facility plans are finalized, we will work with the landlord to complete any necessary

improvements before the first day of school. The projected costs of those improvements were included in the budget for start-up expenses as “Facility Consultants & TI.”

3. “Annual Goals and Strategies to Achieve Those Goals”

This section of the Staff Report is based on District staff’s opinion that the charter descriptions are not “cohesive” enough. That is not a permissible or appropriate basis to deny a charter. The description of the educational program is more than reasonably comprehensive and meets or surpasses the legal standard for approval.

The Staff Report asserts vague conclusions that our annual goals, which can be found on pages 31-34 of the charter, are “not cohesive” and “do not appear reasonable” without providing any actual evidence. As required by law, the charter includes our annual goals for students that are tied to the applicable state priorities, and specific actions to them. Our goals are rigorous and designed to ensure that students at MCMS are meeting grade level standards and prepared to succeed in high school and beyond. The school does not exist yet so our students do not have baseline data, but our goals will be updated annually as we accumulate data as part of the LCAP process in accordance with applicable law.

Teachers will work collaboratively to develop their unit and lesson plans, including PBL work and thematic learning, through extensive time dedicated in the weekly schedule for formal PD and collaboration, along with weekly meetings of Professional Learning Communities by grade level and subject area. (See, e.g., p. 83.) As noted in the charter, “MCMS’ teachers will receive focused professional development on each of these teaching strategies and coaching on the best usage of the different strategies in different contexts. Teacher Professional Learning Communities will collaborate together to plan curriculum implementation and strategize interventions for students in need of additional supports. Teachers will use data from formative and summative assessments (collaboratively reviewed during common planning time and teacher professional development sessions) to determine which strategies are most effective for which students, and will expose them to a mix of strategies to develop their strengths in other areas.” (See p. 53.)

The description of how we will use ILPs can be found throughout the charter, including on pages vii-viii, 2, 47, 53, 55, 56, 95, etc. This will be a cornerstone of our program. As noted above, every student at MCMS will have an ILP with personal goals and information about the student’s learning style and needs, based on data, including a selection of initial diagnostic and benchmark assessments that will be administered upon enrollment. (See pp. 43-44.) The ILP will be developed in collaboration with the student and parent and based on various sources of data, including assessments, grades, attendance, long-term and short-term goals, papers and quizzes, and many other data points. The ILP will be reviewed with the student at least monthly and formally with the parents during student-led conferences at least twice annually. The ILP will be updated as necessary as the student progresses.

4. “Implementation of Core Curriculum”

The description of the proposed educational program in the MCMS charter is thorough, detailed, and spans 107 pages of the charter. Element I alone of the MCMS charter is longer and

more detailed than the entire charter petition for the only other charter school in the District, which was renewed by the District Board last year. District staff's opinion that a section of our charter is too "ambiguous" is not a valid basis for denial.

The ways in which the curricula will be integrated across subject lines is described in far greater detail than the single example given for the NTN program's "Integrated Curriculum"—a nine word parenthetical example. The information came directly from NTN. MCMS does not intend to serve the high school grades. Rather, we note for example that in collaboration with NTN experts, MCMS faculty will collaboratively plan interdisciplinary projects that cross subject lines. In our alternating block schedule, Math and Science will be on the same day, and ELA and History/Social Science will be on the same day, allowing for natural flow between these classes." (See p. 36.) The section on Co-Teaching and Looping (a component of our model that is completely ignored in the Staff Report) notes that 6th graders will be co-taught by two teachers, who will "work together to plan integrated projects, collaborate, review data and address individual student needs, . . . reinforce each other's curriculum . . ." (See p. 37.) Students in 7th and 8th grades will have four core subject teachers who will collaborate intensively, and loop with their students for two years. (See p. 37.) Similarly, the Staff Report's statement about Amplify and NTN strangely suggests that while PBL will be the "core instructional model" that the charter is "inconsistent" because we later state "that the NTN project-based work will be supplemental to the core curriculum in science (Amplify) (p. 68)." The charter plainly details how these two programs are aligned: "Amplify will be supplemented with NTN project-based work. NTN's PBL expertise will provide the framework through which teachers will collaboratively develop engaging PBL across the curricula, including an intense focus on interdisciplinary learning and the connectedness of subject matter. Teachers will also be able to access a robust resource bank of NTN-structured PBL learning lessons to use in their classrooms. Both Amplify and NTN's PBL offer an inquiry-based approach to science that allows students to conceptualize questions and work to find a possible explanation that responds to that question." (See p. 68.)

The proposed finding about our assessment plan is plainly incorrect. On page 33, as part of the chart detailing the school's annual goals, the charter includes a clear plan and intent to measure student progress on NTN's desired learner outcomes, which we have adopted as our own. Page 36 of the charter says that assessments of the NTN outcomes will be embedded throughout the curriculum, and page 111 reflects that students will be regularly assessed with internally-created tests and performance tasks (presentations, papers, experiments, etc.) and publisher-designed assessments, including NTN. Moreover, under Grading, we note "portfolio assessments will allow for the assessment of more complex learning skills such as critical thinking, problem solving, communication, and agency, in alignment with the rubric for that course." (See p. 112). There is no inconsistency. It is also unclear why District staff suggests our grading and assessment plan does not "appear" to be aligned with the five NTN learning outcomes. That is simply untrue, as evidenced by the quote about portfolios above. As described on pages 113-114 of the charter, grades will be based on in-class performance tasks (e.g., assessments, projects, assignments, and classroom participation), homework, responsibility, and other discretionary components. Report cards will also contain narrative sections where teachers detail examples of a student's level of development and mastery based upon observations, student work, portfolio submissions, project rubrics, and/or various

classroom-based and school-wide assessments. In addition to other assessments, the portfolios are meant to represent a sample of the student’s accomplishments, academic progress, interests, and reflections over the trimester.

We will provide PD and other support to teachers for implementing the core curricula as necessary, and our charter reflects that. (See, e.g., p. 83.) While not included in the charter narrative (this level of detail is not required), we have budgeted money for PD consultants in addition to our NTN partnership starting in Year 1, as well as outside travel and conferences, to support in-house PD on core curricula and other areas. We plan to have experts lead PD for our teachers in-house, the plans for which will be determined once we have hired our instructional staff and assessed their levels of experience and needs regarding PD. We also note that virtually all of the published curricula we plan to use includes extensive support for teachers from each publisher, with online and print teacher guides and much more available. Please see above for more detail responding to the finding about our PD description.

All instruction and assessments at MCMS will be aligned to the state standards, which is affirmed in multiple places throughout the charter. (See, e.g., pp. 14, 15, 31, 48, 55, etc.) This is true for the Honors Math 7 and Honors Math 8 courses, even though we may not have repeatedly “articulated” that fact in each and every course description.

As for the Staff Report’s comments about the insufficiency of the various models we will use, dozens of charter schools across the state are using similar models to achieve strong student outcomes. The NTN model explicitly incorporates both PBL and Problem-Based-Learning (“PrBL”). For example, in describing the NTN model, the last bullet point on page 37 states, “**Problem-Based-learning** is often preferentially used in courses like math and foreign language. PrBL utilizes similar inquiry practices as PBL, but on a smaller time scale, which allows students to see the content in multiple contexts and with frequent opportunities to model and make sense of the content.”

B. “Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition (Ed. Code § 47605(c)(2))”

Under the SBE’s regulations, whether a petitioner is “demonstrably unlikely to successfully implement the program” refers to a charter operator’s patent, evidenced inability to run a successful school; *i.e.*, whether the operator has a history of running charters that have been revoked, whether the operator is unfamiliar with the charter or charter law, whether the operator’s financial and operational plan is realistically able to be implemented, and whether the operators have an adequate educational background. (See 5 C.C.R. § 11967.5.1(c).) There are several egregious errors in the Staff Report that make this finding inapplicable, explained below.

1. “Financial and Operational Plan: The Proposed Budget Is Unclear, Reflects Dubious Assumptions, and Demonstrates that the Financial and Operational Plan is Not Viable”

This section of the Staff Report is based on District staff’s opinion that MCMS will “potentially” not be able to attract as many students as projected in the charter, which could negatively impact the budget. That is not an appropriate basis to deny a charter. If a school

cannot meet its enrollment projections, then of course it will need to make budget cuts to make up for the lost revenue. A budget submitted with a charter petition is simply a multi-year projection prepared at one moment in time. We are confident that our unique program, the desire in the Napa community for an NTN middle school, and closing of the District-operated River Middle School and Harvest Middle School will result in steady enrollment from Year 1. In addition, we have been able to attract wide support and families signing up on our website with little more than word-of-mouth recruitment efforts over a very short period of time, almost a full year before the school is scheduled to open, and before it is even approved. With very little time and resources, we have already gained significant support and meaningful interest in the community, and we will continue to engage in broad and targeted outreach activities. Since the charter petition was submitted, many more families have indicated their intent to enroll at MCMS. It is unfair—and disingenuous—for District staff to base its entire recommendation on their self-serving, incorrect and unsupported assumption that we cannot achieve a certain level of enrollment.

As for reserves, there is no deficiency—the Staff Report is just plain wrong in that regard. The MCMS budget assumptions narrative confirms that we are projecting to end both Year 1 and Year 2 with a 5% reserve. These reserve levels are appropriate for school districts with similar ADA, as referenced in the Staff Report. However, more importantly, charter schools are not required by law to maintain a specific budget reserve at all, despite the incorrect assertions in the Staff Report to the contrary.

The law requires that a petitioner collect signatures from parents that is equivalent to at least one-half the number of students that the school estimates it will enroll in its first year. (Ed. Code, § 47605(a)(1)(A).) The Staff Report recognizes that we met this requirement. We could have continued to collect additional signatures but that was not required by law. The number of signatures on a charter petition does not correlate to the school’s Year 1 enrollment. We understand that overall enrollment has been declining in the District. However, both Harvest Middle School (20-21 enrollment of 685 students) and River Middle School (20-21 enrollment of 479 students)⁴ are both closing at the end of the 21-22 school year. While the River site will host a new language academy starting in 22-23, many families have indicated they are not interested in the dual-language-centered program. With the two middle school closures, more than 1,100 students in our community (including those newly matriculating to middle grades) will be enrolled in a new middle school during our first year of operation. Our Year 1 enrollment projection (180) and year 5 enrollment projection (336) are both a fraction of that number.

Harvest Middle School alone currently serves 187 6th grade students. Our projected 6th grade enrollment in Year 1 (60) and Year 2 (112) are well below that number. Similarly, with 60 students each in grades 7 and 8 in Year 1, we will not be able to serve all of the displaced students from Harvest and River and anticipate demand will exceed capacity. Given our planned location, we also expect to draw significant enrollment from the nearest elementary schools (*e.g.*, Shearer Elementary). And while at a distance, families from the District’s sole NTN elementary

⁴ According to CDE’s DataQuest website: <https://dq.cde.ca.gov/dataquest/>

school (Napa Junction) will likely want their children to benefit from a full K-12 NTN span and thus enroll in what would be the only NTN middle school in the District. Despite what one Trustee said during the December 9th hearing, several families commute from American Canyon to attend River Middle School.

It is nonsensical for District staff to estimate our unduplicated pupil percentage (“UPP”) based on the petition signatures. If we have more students interested in attending than we have space, we are required by law to conduct a lottery to determine the student population. The fact that someone signed our petition does not guarantee them a spot in the school. The estimated 60% UPP in our budget is based on recruitment efforts that will target the neighborhoods immediately surrounding the school site, including Shearer Elementary School (*i.e.*, the “resident” elementary school for the neighborhood that includes our proposed school site), in which 90% of students qualify for free or reduced-price meals, 62% are EL, and 2% are Foster Youth. (See p. 139.)

While we disagree with the District’s assumptions around our estimates of UPP projections, we’d also note that, should those projections prove inaccurate, they do not impact the viability of our budget. For example, if we only reached 50% UPP (below the District 3-year average), the impact on the budget is modest. In Year 1, this would result in a difference of \$44,000 in revenue and net income, and a difference of \$29,000 in cash balance. We could easily address this by a small and realistic change in either expenses (about \$30k in Year 1 and \$50k in Year 2) or financing; the more likely scenario is that the amount would be covered by fundraising or grants, which are noted in the charter petition. Notably, we would still qualify for funding under SB 740 because our proposed site is within the attendance area of a public elementary school in which at least 55% of students qualify for free or reduced-price meals.

Additionally, we have the option to use a revolving loan of \$250,000 for cash flow in Year 1, which is repaid over 4 years. This is a commonly-utilized practice amongst charter schools throughout the state to mitigate issues of cash flow due to the timing of incurred costs versus funds received. However, we cannot apply for the loan or for the Public Charter Schools Grant Program (see below) start-up grant until the charter is approved.

Moreover, it appears that District staff does not understand how the UPP impacts funding for charter schools, and has misunderstood the projected concentration grant funding in our budget. The conclusions on page 16 of the Staff Report on that piece are wrong. For a charter school like MCMS that will be physically located within a single school district, only the concentration grant portion of the LCFF funding is capped at the local district’s UPP. (Ed. Code, § 42238.02(f)(2)(A).) The District’s UPP is currently 53% (the 3-year average). Our 60% projection is only marginally higher, and is realistic based on our proposed recruitment plans and school location. The District’s 53% UPP is reflected in the “School Factors” section on Schedule A of our budget. And as reflected in the “LCFF Calculation” section on Schedule A, MCMS is not projecting to collect any concentration grant funding during the initial charter term due to the cap from the District’s UPP.

As for food services revenue, all students must be provided at least two free meals beginning in the 2022-23 school year, regardless of their economic status. (Ed. Code, §

49501.5(a)(2).) The State of California is planning to reimburse charter schools for all non-reimbursed expenses in providing the free meals, subject to appropriations from the Legislature. (Ed. Code, § 49501.5(a)(4).) This means that MCMS and other charter schools will likely be reimbursed for 100% of qualifying meals served to students, which is correctly reflected in our budget.

As for our projected facilities costs, the Staff Report incorrectly overstates what information a new charter school must provide regarding its facilities. All that is required by law is for a charter to “provide information regarding...the facilities to be used by the school” and “specify where the school intends to locate.” (Ed. Code, § 47605(h).) The MCMS charter satisfies this legal requirement on page 171. MCMS intends to utilize the former St. John the Baptist Catholic School’s facility located at 983 Napa Street, Napa, CA 94559. The budgeted costs are within a market range of lease costs. In any event, we have a letter of intent, consistent with the budgeted amount. The costs in our budget are reasonable for the budget projection.

The \$250,000 in start-up funds reflected in our budget is currently cash on hand. The Staff Report’s statement about “school-related organizations” and the baseless, left-field allegation that there was a “failure” to follow some inapplicable process is completely inappropriate, and unrelated to this finding as defined by the SBE under 5 C.C.R. section 11967.5.1(c).

The proposed finding about lottery funding is wrong. New charter schools can in fact accrue lottery funding for Year 1, which is received during the second year of operations. Independent audit firms, as well as many authorizing districts around the state, have confirmed that the funding can be accrued in Year 1, while the receipt of funding is recognized in the cash flow for Year 2. This is properly reflected in our budget and cash flow forecasts.

The supervisor and administrator positions during start-up are reflected in the budget as consultants for the first couple of months, which is why the budget does not reflect any costs for benefits. If the school ends up hiring them as employees during this period prior to the new school opening, then an additional \$2,400 would be added to the budget per position for a total of \$24,000, which would be a marginal additional expense that the budget can absorb.

As for substitute teacher costs, many charter schools contract with third party consulting companies to provide substitute teacher services, such as Teachers on Reserve or Kelly Education. These are consultants and not employees, so the expenses are accurately classified in the budget as such per CSAM and do not include any benefits.

Lease and utility expenses are included in the Excel version of the budget in row 145 of the Year 2 cash flow. That row and a few others were mistakenly minimized so they are hard to see upon first glance. You can expand those rows on the left-hand side of the spreadsheet. We apologize for any lack of clarity, but those expenses are in fact accounted for in the submitted budget.

Our budget was developed in collaboration with ExED, which is one of the leading back office accounting and school service providers for charter schools in the state, and which

currently has more than 100 charter school clients across California. While we cannot speak to how much the District paid for Amplify Science, the curriculum costs in our budget were estimated based on information available at the time and are based on authorizer-approved start-up budgets for several similar charter schools that use the same or similar curricula. As noted in the charter, the budget does not include planned additional fundraising, including the state-administered Public Charter Schools Grant Program, which provides funding for one-time start-up costs such as books, curricula, furniture, equipment, and more. We plan to apply for this grant in the spring, along with other private funding support. We also note that we will employ several free curricular resources such as CPM and Quill.

The law requires that a petitioner submit a first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. (Ed. Code, § 47605(h).) MCMS submitted all of this information and an additional two years of operations. The law does not require that a petitioner submit a balance sheet. However, the budget assumptions narrative confirms that we are projecting to end both Year 1 and Year 2 with a 5% reserve.

The insurance estimates in our budget are based on costs from CharterSAFE, which is a joint powers authority that provides competitive and comprehensive insurance to hundreds of charter schools. The budget estimate is aligned with actual costs common for charters throughout the state. The charter also explicitly states that insurance amounts will be determined by recommendation of the authorizer and our insurance company for schools of similar size, location, and student population. (See p. 172) MCMS will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and coverage amounts will be based on recommendations provided by our authorizer and MCMS's insurer. (See p. 173.) Nothing about this is deficient. MCMS will obtain all required and comprehensive insurance to protect our interests once our charter is approved, including student accident insurance and others.

The law does not require that a charter school's budget submitted with the petition contain a description of restricted and unrestricted funds. The format of our budget, which was developed by ExED, has been accepted by numerous district and county charter authorizers across the state for years. We will of course use the appropriate restricted/unrestricted accounting format for all financial reports once the charter is approved, including the preliminary budget, interim reports, unaudited actuals, and others, but that is not required for a start-up charter petition budget.

2. "Petitioners Are Unfamiliar with the Content of the Petition and the Requirements of Law That Would Apply to the Proposed Charter School"

As explained above, the District staff have misinterpreted our budget and may not understand the laws that apply to charter schools. For example, as noted above, the District's UPP only affects a charter school's concentration grant portion of its LCFF funding, and charter schools often do in fact accrue lottery funding in Year 1.

We apologize for any confusion about the description of the admissions preference for our Founding Team. The law expressly permits a preference for the charter school founders who are identified in the charter. (Ed. Code, § 47605(e)(2)(B).) Our intent is to provide a preference to our Founding Team who have committed significant time to developing the charter and plans for the school, many of whom have already volunteered far more than 75 hours for a school that doesn't yet exist. These individuals are identified on pages ix-x of the charter under the heading "Founding Team" (mistakenly called "Founding Parents" under Element 8). In practical terms, this preference affects no more than just three (3) potential students, simply because only three (3) members of the Founding Team have children that are or will be the appropriate age for middle school. If our charter is approved, we are amenable to making a technical amendment to the charter to clarify that the preference is for children of the "Founding Team" who are identified in the charter. To be clear, there is no requirement whatsoever that parents volunteer at the school in order to be eligible for admission or to stay enrolled, or to enjoy an enrollment preference. (See pp. viii, 3, 59, all noting that volunteering is not required.) The Staff Report is flat out wrong about that.

3. "Petitioners Lack Necessary Background in Areas Critical to the Charter School's Success and Do Not have a Viable Plan to Secure the Services of Individuals with the Necessary Background"

The law does not require that charter school board members have experience in school finance or any other specific area. We are not aware that anyone on the District Board of Trustees possessed any "highly-specialized" background in school finance before joining that Board—which is the bar the Staff Report fabricated to deny our petition. Our board members are volunteers and representatives from the community with relevant background and experience in accounting, business, financial planning, nonprofit governance, law, mental health services and insurance, among other fields.

We were very disappointed to read this section of the Staff Report, which attempts to discredit the charter because the two lead petitioners are parents—not school administrators. We were surprised that the District actually stated: "Lead Petitioners have admitted that they are parents"—which suggests that being an interested parent is somehow a mark against us. Many members of this community may be offended by the District's statement in that regard. In any event, one of the key, explicit purposes of the Charter Schools Act is to provide opportunities for parents to establish and maintain schools independent from the existing district structure. (Ed. Code, § 47601.) There is nothing improper about a group of parents and other community members coming together to develop a charter petition to establish a new public school that will offer a proven successful educational program to young students. To the contrary—it is encouraged. This is precisely what the Charter Schools Act was intended to do, and the establishment of such schools "should be encouraged" by law. (Ed. Code, § 47605(c).)

Without knowing if our charter is authorized, it would be irresponsible of us to hire any staff yet, including the Head of School. Charter petitioners often do not have funds to hire employees until after the charter is approved, which is why this is neither required by the law nor common practice with start-up charters across the state. The school doesn't exist yet. The best candidates would likely not be interested in the position because of the uncertainty. There is no

guarantee that the job will continue to exist unless and until the charter is approved. The law requires that our charter describe the various qualifications for the key positions that the charter school proposes to hire, and our charter does so. (See pp. 121-130.) A description of a hiring plan for the school leader is not required by law, but the MCMS charter actually does in fact include one on page 4. The MCMS board will convene an ad-hoc search committee headed by Council of Supporters member Alan Little, who has extensive experience in leading teams and building school culture. He also has valuable knowledge in what it takes to lead a middle school. Once the charter is approved, the committee will quickly develop a search plan, including a timeline and milestones, which will be submitted to the full board for review and then implemented by the committee. This is the same timeline by which many new charter schools have found their school leader in the past. We are confident that we will have enough time to locate and attract a high-quality candidate.

The law requires that a charter describe the manner in which administrative services will be provided, and the MCMS charter does. (See pp. 171-172.) The law does not require that a charter articulate goals for administrative services or a “clear plan” for “how” it will achieve those goals. MCMS intends to contract with a qualified and experienced back-office provider during the term of the charter. Our current provider, ExED, is a reputable nonprofit back office provider that currently works with more than 100 charter schools in California. MCMS plans to adopt ExED’s model fiscal policies and procedures (customized for MCMS), which include provisions regarding the selection of contractors. For special education, MCMS could provide some services in-house, but will likely seek resources and services (*e.g.*, speech, occupational therapy, adapted P.E., nursing, and transportation) from the SELPA or qualified private agencies or independent contractors. (See p. 97.) Those decisions will be finalized once the charter is approved.

The fact that we did not have a credentialed math or special education teacher sign the petition does not make our charter deficient. The District staff’s contention in that regard is nonsensical. We will secure all of the necessary staff and services once our charter is approved. Again, the law does not require that a charter include a detailed recruitment or hiring plan for all employees.

In any event, we have developed a teacher recruiting plan. We will work to recruit teachers through various communication channels, including local newspapers, education networking websites (CCSA, EdJoin, etc.), LinkedIn, the school website, career fairs, local universities, and word of mouth referrals. We will engage in a thorough review of the qualifications of candidates that apply for employment at the school. The Head of School will review resumes, letters of recommendation, statements of teaching philosophies, and portfolios to determine which candidates will be interviewed for positions. The Head of School bears primary responsibility for all teacher hiring. Candidates for teaching positions will be interviewed, and in most cases asked to teach a lesson to a classroom of students. In some cases, the Head of School may observe candidates teaching a lesson in their current positions. Following interviews, the Head of School (or his/her designee) will contact references, review letters of recommendation, and notify each person of their status once a decision is made. Candidates who are offered employment will receive a written offer of employment. In addition, we will verify the teaching credentials of candidates with the California Commission on Teacher

Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and federal requirements to teach the subject(s) that he/she is being hired to teach. Before any teacher is permitted to work, all appropriate background, health (*e.g.*, TB testing), and other requirements must be met.

MCMS will make every effort to recruit teachers who are committed to the vision and mission of the school. Job postings for teachers will clearly state the educational philosophy and teaching pedagogy that are supported by the school so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school. To attract and retain outstanding teachers, MCMS will provide competitive salaries, a challenging, rewarding, and professional work environment with support and collaboration from colleagues and administration, and the opportunity to participate in innovation, creativity, and research within a model school program.

Due to the profound impact that teachers have on students, only the most effective teachers will be retained by the school. Performance measures will be used to evaluate teacher effectiveness, to recognize superior performance, to provide targeted assistance in instances when performance is less than satisfactory, to determine the appropriateness of pay incentives, and to make informed decisions regarding continued employment at the school.

As for salaries and benefits, contrary to the District staff's assertions, MCMS's budget includes a competitive salary and benefits package that is higher than most new start-up charter schools across the state, in recognition of the need to entice qualified candidates to our community. Our starting salary for entry-level teachers is approximately \$10K more than District entry-level. Each teacher's salary will be determined in an individual contract and not subject to a lock-step salary schedule—for many teachers, this is a tremendous benefit. Charter schools across the state are routinely not electing to participate in STRS or PERS, and yet have been able to fully staff their schools. While the current STRS rate (18%) is higher than what we propose (6% social security and 3.3% for a 403(b)), for teachers who are many years from retirement, our benefits plan may be more appealing. In addition, for many teachers, the opportunity to help develop a new school from the ground-up, the benefits of a small, locally-controlled school with its autonomies and flexibilities, the intensive PD and coaching MCMS will offer to help teachers continuously improve their practice, and our intensive peer collaboration are major plusses for countless teachers. We are confident that the many positive aspects of our school will help us attract high quality candidates.

4. “Lead Petitioners’ Refusal of the District’s Capacity Interview Supports an Inference that They Are Unfamiliar with the Petition”

The proposed findings about the “capacity interview” are irrelevant and distracting. So-called “capacity” interviews are not required or even mentioned in the statute or regulations. But to be clear, the lead petitioners did not refuse to meet. We welcomed the meeting as initially proposed by the District to discuss the petition. The lead petitioners have been very transparent that we are not going to be the day-to-day leaders of MCMS. The leadership team will be hired once the charter is approved, and we would have been happy to keep the District apprised of our recruitment process.

When District staff first requested a meeting with the lead petitioners to clarify information in the charter, we were excited to meet and discuss our plans for the school. We were fully prepared to discuss the Petition. However, we found it odd that District staff did not want to allow our ExED charter finance consultant to speak in the meeting (the professional who prepared the projected budget), and refused to send us questions in writing so that we could be well prepared. Later, the District changed the scope of the meeting altogether and said that “multiple members of District staff” would be present at the meeting but they did not know who, in addition to “District counsel,” and that our lead petitioners (two parents with no school management experience) would be expected to demonstrate those two parents’ “capacity to successfully start up, lead, and manage the proposed charter school, including understanding the budget.” This “capacity interview” felt more like an abusive attempt to underscore what we had already told the District—the lead petitioners did not have the knowledge or experience to lead, manage, and operate MCMS; those persons would be professionals hired once the charter was approved. It should be noted that our reservations about the actual intent of the capacity interview were validated by the openly hostile behavior and vitriolic rhetoric at the District Board meeting and vote on December 9th.

The MCMS charter is thorough and provides a robust description of how the school will operate from an academic and operational perspective. It meets and exceeds all of the necessary legal requirements and is much more detailed than charters that have been approved by the District in the past. We requested time at the public hearing to formally present our charter to the District and answer questions from the Board of Trustees, but our request was inexplicably denied. We later individually asked each Trustee to meet with us so we could describe MCMS and answer any questions, but we were denied by six of the seven, and one did not respond to the request at all. Now, it appears we are being penalized for not providing enough information or answering enough questions. While we understand the desire to meet with school leadership to discuss the intricacies of the program, the MCMS leadership team has not been hired yet, and the intent of the meeting requested by the District was dubious. There is nothing illegal, improper, or even unusual about our qualifications or the manner in which we are establishing the school.

5. “Lead Petitioners’ Refusal of the District’s Capacity Interview Raises Concerns Regarding an Effective Charter Oversight Relationship if the Petition is Granted”

Again, the lead petitioners did not “refuse” to meet. The “concerns” in this section of the Staff Report are unwarranted. We wanted to partner and collaborate with the District to provide a high quality educational alternative to students in Napa. We understand that our authorizer will have certain oversight authority when our charter is approved, and we affirm our commitment to working in good faith with our authorizer.

C. “The Petition Does Not Contain Reasonably Comprehensive Descriptions of Elements (A) through (O) of Section 47605(c)(5)”

The SBE’s regulations describe what it means for a charter to be “reasonably comprehensive,” and the 173+ page MCMS charter narrative (plus eight Appendices) goes above and beyond what is required by law. (See 5 C.C.R. § 11967.5.1(f).) In fact, the charter petition

for River School that was approved by the District Board in 2015 (63 pages) and the charter petition for Stone Bridge that was approved by the District Board in 2020 (80 pages) both provide just a fraction of the comprehensiveness of the MCMS charter—yet they are of course complete, comprehensive petitions. Because there is no precise formula to determine whether a charter element is “comprehensive” enough, in practice content varies among different petitions and districts. Here, District staff is clearly considering “comprehensiveness” in an inconsistent and unfair manner with regard to MCMS. The Stone Bridge and River petitions both contained reasonably comprehensive descriptions of all elements—and the District Board agreed and approved them both. The MCMS petition irrefutably surpasses them both with regard to reasonable comprehensiveness and yet was deemed lacking and not approved.

1. “Educational Program (Section 47605(c)(5)(A))”

In this section of the Staff Report, District staff recites many of the same concerns as earlier in the report. Please see our responses to finding A above regarding our proposed PD plan, annual goals and actions to achieve those goals, EL program, and special education program.

(a) Students Identified as English Learners

We apologize for the single typo referencing designated ELD three times per week—this was changed during the planning process to four days per week but this one reference was missed. To be clear, all students—including ELs—will participate in a learning lab for 45 minutes four days per week. (See, e.g., pp. viii, 2, 15, 54.) During these 45-minute blocks, EL students will receive designated ELD instruction for a number of minutes based on individual student needs. (See pp. 54, 89.) This is reflected on the sample daily schedule on page 81 of the charter.

The Staff Report claims that “The Petition does not explain how students will be assigned to Learning Lab classes (for example, whether EL students will be clustered by proficiency level in order to facilitate designated ELD instruction at their proficiency level).” This is not true. The charter states, “Students will be grouped according to proficiency levels in English (See the EL section below for classification criteria)” and goes on to describe ELD 1, ELD 2 and ELD 3 in detail. (See p. 63.)

Similarly, the Staff Report cites a reference to homogeneous groupings for ELD instruction, but ignores the full page description of this grouping process and the three ELD levels that will be used to group students during Learning Lab ELD lessons. (See p. 63 [“The second tier of our ELD approach is explicit/designated ELD, which will be offered during the Learning Lab block four days per week”].)

The Staff Report claims that the charter “does not describe the specific content of designated ELD instruction,” yet, the charter states: “The National Geographic Hampton-Brown *Inside: Language, Literacy and Content* will serve as the primary source material for MCMS’ designated ELD. The *Inside* curriculum’s overlapping levels make it possible to meet students at their appropriate ability and proficiency levels and rapidly move ahead. The curriculum and instruction, driven by the CCSS, provides multiple points of entry for correct placement and is

designed to return students to grade-level instruction within two years. Achieve 3000 and Duolingo will be used as supplemental curriculum as needed.” (See p. 63.)

Finally, the Staff Report on page 22 erroneously suggests the grouping of students in ELD 1, 2 and 3 may be outdated, because the ELPAC includes four EL tiers. This is a strange claim. As clearly indicated in the charter, level 4 under the ELPAC means students simply do not require as much EL support and are potentially ready for reclassification. As defined by the CDE:

“English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. *They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.* This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

(See p. 93, quoting CDE [emphasis added].)

Any EL students who also require special education will receive the appropriate services in accordance with their IEP. Nowhere does the charter state that *all* services for ELs or students with disabilities would be provided exclusively during Learning Lab. To the contrary, as noted above, the charter states that Learning Lab will facilitate provision of these services without the need to “pull out” students from core classes, “where feasible.” (See p. 54.) The section on MTSS includes details about small group, one-on-one, and online learning being used in classrooms to meet student needs. (See p. 84.) The charter also notes that students may be referred to before- or after-school support (see pp. 84-85), and parents will be offered training to support their child’s learning at home (see p. 85). The specific interventions and supports described within each of the MTSS tiers include numerous references to students’ linguistic and language needs (see pp. 86-88). Furthermore, the descriptions of instructional strategies such as Marzano, GLAD, SDAIE, and others all detail targeted supports that benefit all learners, including students with disabilities and ELs.

Please also see our responses to finding A.1 above.

(b) Students with Disabilities

The charter’s description of the ways in which we will comply with the applicable special education laws can be found on pages 97-103. The Staff Report unfairly nitpicks our charter and recommends denial for not including a level of granular detail that is not required by law nor customary anywhere. To summarize, MCMS will be its own LEA for special education purposes and will obtain membership in an approved SELPA. The school will work in collaboration with the SELPA to ensure all students with disabilities are provided a free appropriate public education. MCMS will follow the SELPA’s child-find procedures to identify students with disabilities, in addition to our own MTSS model and other available data (e.g.,

teacher observations, grades, parent input, etc.). Students will be assessed as appropriate based upon their suspected disability in accordance with applicable law, and with parent consent. Upon completion of the assessment, an IEP team will be assembled to review the results and determine the student's eligibility for special education. The IEP team will oversee the development and implementation of the IEP. All students, including those with low-incidence disabilities, will be served in accordance with their IEP. Students will be served in the least restrictive environment, and the student's progress will be regularly reported to parents. MCMS will be solely responsible for providing the services described in the IEP, whether they are provided by school employees, independent contractors, vendors, or the SELPA. Each student's IEP will be reviewed at the intervals required by law and adjusted as necessary to best serve the student. In the event of any dispute related to special education or related services, MCMS will be solely responsible for defending itself. All of this is described in the charter.

The projections for special education costs in our budget are reasonable, were developed in collaboration with ExED, and are based on sound practice and experience around the state. It is impossible to predict with precision exactly how many students with disabilities we will have, which disabilities and to what extent, and the level of services they will require. As for special education resources, we note that we have budgeted in Year 1 for a full-time experienced Special Education teacher (salary of \$80K), a full-time Counselor, and \$41K of outsourced specialized services as needed (speech therapy, OT, or others). This amounts to approximately \$1,000 per student, which is a substantial amount of special education services. Additional staff will be added as the school grows, and will be based directly on students' needs.

Again, any EL students who also require special education will receive the appropriate services in accordance with their IEP. The charter recognizes that we will likely enroll students who are classified both as an EL and a student with disabilities. (See, *e.g.*, pp. 88, 93, 95). The Staff Report fails to even mention that *every* student at MCMS will have an ILP, which will include data about their proficiency levels and growth to date as well as specific long-term, trimester and short-term goals and objectives. (See, *e.g.*, p. 47.) The ILPs of any ELs with disabilities will of course include information that is customized to their specific needs and abilities, including references to any MTSS tiered supports/interventions or a student's IEP.

It is true that the charter does not specifically address how MCMS would provide for students who are hard of hearing, or have one or more of a number of specific disabilities. That simply is well beyond the scope of the legal requirements for a charter petition. Again, the Staff Report repeatedly ignores the highly personalized nature of the entire MCMS program. We are building our school from the ground up based on students' and families' needs, not the needs of our teachers, staff, governing board, or other stakeholders. At MCMS, children really do come first. Similarly, our staffing will ensure that the needs of these students are met, whether through our in-house special education teachers or via SELPA or contracted services providers. As needed, staffing will be modified to address specific needs. For example, if there is a greater need for psychological counseling than we currently anticipate, as a small charter school we will be able to refine our staffing plan and reallocate resources to meet this need. The Staff Report on page 24 oddly and imprudently calls out the need to hire a "Data Manager" for special education data. This indicates a misunderstanding of what is required for charter schools. If 16% of MCMS students have disabilities at full enrollment capacity, that would be 53 students total.

This hardly would support the need for a full-time Data Manager. Further, the claim on page 24 of the Staff Report that “There is also no designation in the Staff Qualifications portion of the Petition for administrative oversight of special education” is untrue. The Head of School’s job description is not meant to be exhaustive, and includes numerous provisions that broadly encompass monitoring services for students with disabilities, such as “Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.” and a specific reference to IEPs. (See p. 122.)

Please also see our responses to finding A.2 above.

2. “Means to Achieve a Balance of Student Population Reflective of District General Population (Section 47605(c)(5)(G))”

This section of the Staff Report has no basis in the law and should be disregarded. As mentioned in the Staff Report, this element is normally presumed by the SBE to be reasonably comprehensive, and the description in our charter more than meets the legal standard. Charter schools are schools of choice and must admit all students who wish to attend, subject to capacity. The only way to achieve a matched student population with the District would be selective enrollment based on student demographics, which is discrimination. The demographic makeup of our student population will be determined by interest from families. The signatures on our charter petition are not indicative of the student population that will eventually enroll. Our program is designed to help and serve all students: low achieving students, high achieving students, English learners, students with disabilities, students from all racial and ethnic backgrounds, and all others. Notably, the Staff Report ignores the fact that we are dedicated to creating a “diverse by design” school, embracing Horace Mann’s concept of the “common school.” (See pp. 4-7.) We fully embrace the value in a diverse student body and we will work hard to attract students from all walks of life.

The description of how we will attract families to our program is on pages 139-142, and it includes various strategies to target the different demographic groups in our community. Our recruitment materials are distributed in Spanish and English; we have lawn signs and brochures at the proposed school site, and we already have met numerous times with service organizations such as Puertas Abiertas to discuss how we might work together to serve their target community and bring their families into our school. We have also ensured that our posters are included in places like grocery stores in underserved neighborhoods. We provide fliers about MCMS to La Morenita market to distribute in their grocery bags, and Puertas Abiertas also requested that we provide them with Spanish-language fliers to include in “Covid Care Packages” for their constituency. Our website is available in both English and Spanish and we have a Spanish-language testimonial on our website. Additionally, as we progress through the process, we plan to run tours and information sessions in English and Spanish, and to conduct specific outreach to the underserved communities in Napa in a similar fashion. We will continue to meet with potential partners and supporters such as Mentis Napa, Napa Food Bank, Cope Family Center, Community Resources for Children, On the Move and others. We plan to reach students with disabilities by holding community outreach events and open houses where we can describe the program and available services directly to families and answer questions.

3. “Measurable Student Outcomes (Section 47605(c)(5)(B))”

We understand that the law requires a charter to include measurable student outcomes that address increases in academic achievement schoolwide and for all groups of students served by the school. Our charter meets this requirement on pages 31-34. Our outcomes are aligned with the applicable state priorities and cover all groups of students that may attend MCMS. The law does not require that a charter include different outcomes for each student group. In our view, setting different standards for students based on their race, ethnicity, disability status, English language acquisition status, or any other factor—before we even open—is not beneficial to them. We expect the same high standards for all students, and we will treat all students fairly and equitably. We will have high expectations for all of our students, and through our personalized model, we anticipate seeing little, if any, achievement gap. Once we establish baseline academic data in Year 1, if we do see any achievement gaps between different groups, we will make the necessary adjustments to our outcomes during the development of our LCAP, which is the appropriate and legally required process for such adjustments.

D. “The Proposed Charter School is Demonstrably Unlikely to Serve the Interests of the Entire Community in which the School is Proposing to Locate”

The District may only deny a charter with this finding if the charter is unlikely to serve the interests of the entire community when viewing the totality of the circumstances. The Staff Report does not meet the legal standard under Education Code section 47605(c)(7). This finding is multi-faceted and “shall” detail specific facts and circumstances that analyze and consider all of the following factors:

1. The fiscal impact of the proposed charter school.
2. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings in the community.
3. Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate.

A charter cannot be denied for superficial reasons such as the District’s own declining enrollment, or because the District decides that the charter school’s program is not unique enough, or that the District plans to offer a similar program in future years. It cannot be denied simply because the charter school’s program could theoretically be replicated, and it cannot be denied simply because there are other schools in the community with capacity for more students. If this were the law, it would allow a school district to arbitrarily and unilaterally shortchange parents by denying them quality schools of choice in every instance. The District’s view turns the letter and intent of the law on its head.

As for the fiscal impact prong, the District’s cursory analysis is woefully inadequate. In considering whether and how to factor fiscal impact into decision-making, all school districts must advance the state’s fundamental constitutional, statutory, and administrative policy on

public education: to prioritize and advance student learning and academic achievement, particularly for traditionally underserved students. This is also the express direction of FCMAT in the context of using fiscal impact to deny a charter: “If an authorizer considers denying a charter based on fiscal impact, the law requires the authorizer to consider the academic needs of students whom the charter school proposes to serve.” (FCMAT Fiscal Alert: “Fiscal Impact of New Charter Evaluation Criteria in AB 1505” August 2020.) Simply put, all decisions must consider what is best for students; not just the District’s own financial bottom line.

The fiscal impact analysis in the Staff Report relies solely on lost revenue and staff. The District failed to consider other factors too, such as its own reduction in expenses as a result of serving fewer students and the fact that MCMS will need to hire its own teachers from the community. California education funding follows the student. This fact alone means that the very existence of a charter school in a school district will lead to the redistribution of public education funding. If a student chooses to leave a district school and enroll at a successful charter school, that student’s funding that once flowed to the district will flow to the charter school. The key is that such funding is tied to the student, and not the district. Quality charter schools do not “take” funds from school districts. Public education dollars do not belong to school districts—they belong to students.

The MCMS charter cannot be denied simply because some students will choose to attend the charter school, which could lower the District’s revenue. The District’s disturbing misinterpretation of the law would reward school districts for inefficient and academically unsuccessful practices, and result in the denial of efficient, high-performing charter schools. This is not the intent of the Charter Schools Act, and it is not permitted by law. A loss of revenue to the District does not provide a legal basis for denial of the MCMS charter.

The second prong of the analysis is about whether a charter would “substantially undermine” already-existing services or programs in the community. Again, for context, this finding is not a tool for a school district to preserve all of its programs and administrative arrangements just for the sake of the school district’s status quo. Lost or downsized district programs do not justify the denial of a charter unless they would also have a substantial negative impact on students. The Staff Report does not provide any evidence of a negative impact on students.

As for the third prong of the analysis, the statements on page 26 of the Staff Report about MCMS potentially duplicating District programs are factually incorrect. For example, the Staff Report states that the District already offers NTN programs, but fails to address the fact that there will be no middle school NTN program available next year. River Middle School—which was formerly an NTN program serving grades 6-8 in the District and the only middle school that could be construed as similar to the Mayacamas NTN program—is being repurposed to a dual immersion/ language academy next year.⁵ If our charter is approved, MCMS will be the only NTN program serving the middle school grades available in the District. While District schools may use MTSS in varying degrees and with varying rates of success, we are confident our

⁵ District Board Resolution No. 21-23 adopted on April 22, 2021.

program, which will personalize and differentiate instruction for *all* students based on data both on their proficiency and progress and also on the ways in which they learn, is qualitatively different from the District. Today, and particularly through the impact of the COVID-19 pandemic, virtually every public school in California is adopting some form of blended/online learning. The programs offered by the District are not the same programs as MCMS will use. Finally, at MCMS, PBIS will not be a “separate tool” on a “parallel track” with our MTSS tiered interventions, but rather fully incorporated into the MTSS model (as is recommended by CDE’s very design of MTSS, to include both academic and behavioral interventions in the same structure).

The statement about a perceived lack of support for our charter school in the community is also misleading. There is strong support and demand for our program in Napa. The District currently serves approximately 16,600 students, yet only 23 individuals spoke against our charter at the public hearing. The majority of the speakers against the school utilized talking points that appeared to be created by the teachers’ union, reiterating the same untrue and poorly-researched points and objections. And some of the speakers in opposition to MCMS were calling from elsewhere in the state, having no direct ties to the Napa community at all. For our part, we had nearly as many supporters, and all were from Napa with a vested interest in education locally. We collected the legally required number of signatures on our charter and many of those individuals spoke in support of the charter at the public hearing. In addition, while we submitted the charter petition with 111 signatures representing 123 students, thereafter even more families continue to demonstrate interest in MCMS. As of December 12, 2021, we have 199 students interested in attending the school—more students than we planned for in Year 1. And we have barely begun to conduct comprehensive recruitment. Based on the experiences of other charter schools across California, we know that once our charter is authorized, and we can finalize the facilities plan and hire a Head of School, enrollment demand will increase exponentially. These factors are understandably very important to families, and we look forward to informing the community that the charter is officially approved, the facility is officially secured, and offer sessions for families to meet our Founding Head of School.

To date, student outreach for MCMS has been mostly by word of mouth. We have an active Facebook Group, and we have hosted an information booth at the Farmers Market on Saturdays for the last few months in order to talk to members of the community interested in our school, or in supporting our school. We have also handed out more than 200 lawn signs, which you can see all over town. There are MCMS posters and flyers in different businesses across the District, including the neighborhood that surrounds the intended school site. MCMS supporters marched in the Christmas Parade and handed out approximately 600 treat bags containing MCMS bookmarks and stickers to parade attendees. Lead petitioners have also been interviewed on local radio programming talking about the school, and MCMS was featured on the front page of the Napa Register. We also have plans to have one of our intended teachers interviewed on a local Spanish Radio station.

It was highly inappropriate for District staff to make intimidating “signature validation calls” to parents. We have heard that a few districts have previously made similar calls in an attempt to bully families, and convince them to “retract” their signature and keep their child in district-run schools. Even if you assume that only 76% of the 96 parents that the District was

able to reach who initially signed our petition are still interested in attending (which we do not believe is true), between the 74 parents who did confirm their interest to the District and the other 25 parents who were not reached, we have still met the petition signature requirement (99 students, or 55% of anticipated Year 1 enrollment). This means that by law, there is sufficient interest in the community for the establishment of MCMS.

In this section of the Staff Report, the District also alleges that because sections of the MCMS charter appear to be similar to another charter approved in Los Angeles County, the descriptions were not prepared “with the NVUSD community in mind.” This is false and not a valid reason to deny a charter. We worked with an educational consultant that has worked with well over 100 charter schools in California and is familiar with key components of other programs that serve large numbers of English Learners and socioeconomically disadvantaged students. In developing our charter, we carefully and thoughtfully selected successful facets of other programs that we believe will be successful for our own students at MCMS, and we inserted those descriptions into our comprehensive charter. There is nothing wrong with trying to bring successful strategies from other parts of California to students in Napa. The District can’t have it both ways: it can’t say that the charter is not sufficiently customized to the Napa community, and then also claim it is duplicative of what the District already is offering.

We did not “copy” the Bridges Preparatory Academy charter petition, but we did review it and many others in search of sound educational practices that would benefit our community. Despite the misleading statements on page 4 of the Staff Report, and the misleading statements made by District Trustees at the December 9th meeting, the Bridges Preparatory Academy charter was in fact approved by the Los Angeles County Board of Education, and the school is successfully operating today.⁶ We are hopeful that MCMS will follow a similar path.

As a final note, in the same section of the Staff Report where the District concludes that there is not enough interest in MCMS, the District also inexplicably concludes that MCMS will take too many students from District schools and result in decreased revenue. These contradictory conclusions do not legally support a finding for charter denial.

⁶ One of the District Trustees shocked constituents by saying on the record: “I don’t know a lot of parents in the Napa Valley who would want to send their children to a school in Compton.” We are curious about the real intent behind that statement. And the “lawsuit” mentioned by the Trustee was in fact brought by that same district trying unsuccessfully to obstruct the opening of the successful county-approved school after an inappropriate district denial, like here.



EXHIBIT 6

Petitioners' Initial Response to the Draft Staff Report and Findings of Fact Submitted to NVUSD on December 9, 2021



December 9, 2021

VIA EMAIL

Members of the Board of Trustees
Rosanna Mucetti Ed.D., Superintendent
Napa Valley Unified School District
2425 Jefferson Street
Napa, CA 94558

Re: Response to Staff Report: Proposed Findings of Fact and Recommendations
Regarding Petition to Establish a New Charter School (*Mayacamas Charter
Middle School*)

Dear Members of the Board of Trustees and Dr. Mucetti:

Petitioners for Mayacamas Charter Middle School (“MCMS”) have carefully reviewed the “Staff Report: Proposed Findings of Fact and Recommendations Regarding Petition to Establish a New Charter School (*Mayacamas Charter Middle School*)” dated November 22, 2021 (“Staff Report”). We appreciate the time that Napa Valley Unified School District (“District”) staff has spent reviewing our charter and supporting materials. However, we respectfully disagree with staff’s proposed recommendation. The MCMS charter petition meets or exceeds the legal standard and requirements for approval, and it contains program element descriptions that are much more than just reasonably comprehensive—it is highly comprehensive when viewed in the context of other petitions the District has approved. Further, the school is likely to be successful. We very much look forward to the opportunity to speak directly to the District Board at its meeting on December 9, 2021 to resolve many of the inaccurate statements in the Staff Report, upon which the proposed findings rely.

Petitioners for MCMS represent parents, teachers, community leaders, and other stakeholders in Napa who are seeking to establish a charter school serving grades 6-8 using a highly personalized program that integrates the proven successful New Tech Network (“NTN”) program and other best-in-class curricular elements. NTN was founded in Napa in the mid-1990’s by a group of community members who observed that graduates of the region’s high schools were woefully underprepared for the contemporary workforce. By providing 1-to-1 technology access, creating a strong culture of empowerment and focus on students’ social-emotional development, and using project-based learning instruction, all with individual learning plans for *every* student in our highly personalized approach, MCMS will be focused on preparing students academically and with essential skills, and helping them learn to collaborate,

innovate, and communicate ideas to solve complex problems. For the 2022-23 school year, there will be no other program like MCMS available for middle school students in the District. There is enormous demand and a need in our community for this unique atmosphere of learning, and petitioners stand ready to partner with the District to provide it.

We respectfully request that the District Board of Trustees approve the MCMS charter so that middle school students in Napa can access the NTN program that has proven to be successful in our community, and to enjoy and benefit from the many other aspects of the school as described in the petition.

Below is an issue-by-issue response to the proposed findings in the Staff Report:

RESPONSE TO DISTRICT STAFF'S PROPOSED FINDINGS

The Staff Report fails to acknowledge and address the underlying framework for all decisions under the Charter Schools Act, which has not changed in decades. Under the Act, the District “shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged.” (Ed. Code, § 47605(c).) The very purpose of the Charter Schools Act is to “provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system” to “improve pupil learning,” “increase learning opportunities,” and “provide vigorous competition within the public school system.” (Ed. Code, § 47601.) These legal underpinnings are as much a part of the Education Code as the narrow, cherry-picked provisions cited by the District in the Staff Report. But in any event, the MCMS petition fully meets the letter and intent of every provision in the Charter Schools Act. Simply put—ours is a strong petition deserving of the Trustees’ support.

The Staff Report contentions are presented below in bold text, followed by petitioners’ responses to each.

A. “The Petition Presents an Unsound Educational Program (Ed. Code, § 47605(c)(1))”

The State Board of Education (“SBE”) has promulgated regulations establishing criteria for evaluating a charter under 5 C.C.R. section 11967.5.1.¹ What is considered to be an “unsound educational program” is narrowly defined. The Staff Report cites to the regulations but fails to correctly apply them. A program is considered “unsound” only if it is likely to cause physical, educational, or psychological harm to students or if it is likely to be of no educational benefit to the students who attend. (5 C.C.R. § 11967.5.1(b)(1)-(2).) None of those factors are relevant to the MCMS charter, and none are mentioned in the Staff Report.

1. “The Program for English Learner Students Is Inadequate”

¹ As recognized in the Staff Report, the SBE’s regulations do not apply to the District’s independent review of a charter petition. But since the District nonetheless utilized them in its review of the MCMS charter, we have included them in our analysis for reference.

This section of the Staff Report is an opinion about the brevity of the description of our proposed English Learner (“EL”) program. The criticism is unfair because our 14+ pages of description is much longer and more detailed than those in at least two charter petitions that have been approved by the District in prior years, including as recently as last year for Stone Bridge—which is an excellent charter school which without doubt provided a “reasonably comprehensive” description of its program. The law requires that a charter petition include a “reasonably comprehensive description” of certain elements, and the MCMS charter does that and more. The law does not require that we describe each and every aspect of the school’s operations and academic program in exhaustive detail. If that were the case, every charter petition in the state would be thousands of pages long. Please see our response to proposed finding C below for a further discussion about what is considered to be a “reasonably comprehensive” charter petition.

The law does not require that a charter include a list of qualifications for every possible employee that might be hired during the school’s existence. The specific qualifications for the EL Coordinator were not included in the charter because that position likely won’t exist until Year 3. As described in the charter, all employees will “possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by MCMS.” (See charter, p. 121.) A job description for the EL Coordinator will be developed once there is a need to fill that position. (*Id.* [“General job descriptions will be developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff”].)

The list of “primary roles and responsibilities” for the Head of School was not intended to be exhaustive. (See p. 122 [“the primary roles and responsibilities of the Head of School shall include/but are not limited to”].) The Head of School job description does include several points related to ELs and other subgroups:

- Develop and implement a plan that ensures high levels of student achievement for all students and includes: benchmarks, assessments, classroom data, parent and student feedback.
 - Develop and implement a plan to address students who are struggling through an MTSS model.
 - Collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
 - Provide individual student support by designing and evaluating ILPs, student intervention plans, attending IEP’s, and designing a process for measuring and monitoring individual student growth both individually (including the MTSS process) and schoolwide/subgroup.
- (Charter, p. 122.)

As the Staff Report highlights, the EL program will be overseen in Years 1 and 2 by either the Head of School “or a qualified teacher-designee.” The minimum qualifications for the Head of School position require “evidence of successful administrative experience in a school serving a diverse student body, including ELs” and “demonstrated experience raising student achievement among...non-native English speakers.” (See p. 124.) The law does not require that

a charter school administrator hold a CLAD or BCLAD authorization, but we will of course seek a qualified candidate with all appropriate authorizations. If a teacher is designated to oversee the EL program and provide direct instruction, then that individual will of course hold the appropriate authorizations (See p. 89 [MCMS will hire “CLAD and BCLAD-certified teachers to serve ELs”].)

The Staff Report cherry picks language and erroneously contends that faculty will not be appropriately trained on strategies for EL students. This is incorrect. On p. 89, two sentences before the detailed section on GLAD strategies, the charter petition states, “Faculty will receive intensive PD and coaching in working with ELs to meet the CA ELD Standards.” (p. 89; see also, e.g., p. 50: “Through ongoing professional development our teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.”) In the PD section regarding the 10 days of Summer PD, the petition includes the following topics:

- Start Strong Conference (content-specific best practices, student engagement, data-driven instruction, classroom management, and CRT)
- Student Support and Progress Team “SSPT” training/MTSS
- Designated and Integrated ELD

(See p. 83.)

The “Start Strong Conference” includes “content-specific best practices,” data-driven instruction and Culturally Responsive Teaching, all of which relate to EL students and best practices such as GLAD and SDAIE. The MTSS and SSPT program are integral to our support of ELs; “Designated and Integrated ELD” inherently includes training on GLAD and SDAIE strategies for ELs.

Further, the professional development (“PD”) description in the charter of the 190+ hours of PD that we will offer annually is just an overview/sampling—it was not intended to be an exact list of every topic that will be covered. (Several sections throughout Element I note extensive PD that will be offered, see, e.g., the paragraphs on p. 57 under the section about Marzano that explain how teachers and administrators will use data to both determine PD needs and drive PD, and that teachers will be trained explicitly on how to use the data (individual, sub-group, whole class) to assess specific teaching strategies and the impact on students. (See p. 57-58.)) Indeed, the charter says that “our PD calendar for the school year will be based on specific teacher needs and data.” (See p. 83.) Several other references throughout the petition note that PD will be determined by specific actual needs. (See, e.g., p. 57: “All PD will be driven by data that is regularly gathered from student results on testing (gradebook, benchmarks, online assessments), leadership observations of teachers (formal observations and walkthroughs), and teacher surveys. School leaders will use the results to determine the focus of the upcoming PD; when a new strategy is introduced in classrooms, teachers will analyze student test results and student work samples in the upcoming PDs to determine continued next steps. Teachers will be trained in analyzing student data during summer PD when they create learning targets and assessments aligned to those learning targets. Teachers will be taught how to determine levels of understanding on learning targets through the use of rubrics that help teachers identify content

and skills needed by students to show mastery.”) Our PD calendar will include summer trainings, in-service days throughout the school year, weekly PD events, new teacher support meetings, and professional learning communities. (*Id.*) We also note that our budget includes \$5,000 for external PD consultants and \$250 per teacher for outside conferences.

The description of our reclassification procedures on pages 94-95 of the charter is more detailed than many approved and operating charters around the state, including those approved in this community by the District. The description is also consistent with state law and SBE guidance. The law does not require that a charter school’s procedures precisely “match” those of the authorizer. The Staff Report even recognizes that LEAs have discretion when it comes to reclassification procedures. The “alternate assessment for English language proficiency” referenced under criterion #1 is the Alternate ELPAC for students with significant cognitive disabilities, once it is launched in July 2022. For criterion #2, this is about English language acquisition so students would need a C or better in their English course. We believe that was clear but we apologize for any lack of clarity. For criterion #3, school officials will meet with the parent(s) to gather feedback to use in the final determination. This is the same process followed by public schools all over California. The law does not require that we describe “talking points” for these meetings in the charter. For criterion #4, the school will use the CAASPP in ELA and NWEA MAP reading assessment, which have both been recognized by the SBE as verifiable sources of academic achievement data.² To summarize our process, the EL Coordinator (or the Head of School or designated teacher in Years 1 and 2) will monitor classroom instruction, update ELD levels in the student information system, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification, or need for intervention. The Head of School will also share the progress and performance of ELs with the teachers and work with them to make the final decision regarding reclassification.

The Staff Report mischaracterizes our process for monitoring ELs described on page 95 of the charter. All instruction at MCMS will be individualized, with every child having an Individual Learning Plan (“ILP”), “with personal goals and information about how they best learn and areas in need of strengthening, based on a variety of assessment data. Advisors will review students’ ILPs with them at least once monthly.” (Charter, p. 2.) While we intend to hold all students to the same high academic standards generally, the charter states that ELs “will have specific short term goals in their ILPs relating to their progress toward classification.” (Ibid, p. 95.) The goals will be reviewed and updated monthly. If an EL student is not progressing toward English language proficiency at an expected rate, the EL Coordinator (or the Head of School or designated teacher in Years 1 and 2) will come together with teachers to determine the best individualized support for that student.

The Staff Report also mischaracterizes the regular review of our EL program described on page 96. MCMS will use continuous data-driven instruction for all students, and the charter explains in multiple places how we will disaggregate data based on subgroups. (See, e.g., pp. 56, 59, 85, 105, 107, 120.) MCMS will annually conduct a holistic review of the EL program to

² <https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item13.docx>

ensure it is meeting student needs, and will make necessary adjustments based upon various sources of academic achievement data.

2. “The Petition Lacks an Adequate Plan to Meet the Needs of Students with Disabilities”

The description of our plan to serve students with disabilities on pages 97-103 is more detailed than charters that have been approved by the District in the past.

The Staff Report is simply wrong about the perceived lack of an opportunity for specialized academic instruction. As described in multiple places in the charter, all students will have a 45-minute Learning Lab on four days of the week for personalized intervention and support. This allocated time in the schedule for all students will enable the provision of designated ELD and IEP services as needed, as well as personalized practice, support and intervention, and an opportunity for advanced learning for accelerated learners. All students will have the opportunity to engage in small group instruction, online learning, tutoring, or individualized intervention as appropriate for each student. (See, e.g., pp. 2, 15, 54.)

The Staff Report also incorrectly states that “180 minutes weekly are set aside for all intervention services—including services identified within a student’s Individual Education Plan and required services for English Learners. (Petition, p. viii.),” suggesting that there is some cap on the amount of time that services may be provided. This is totally inaccurate. While all students will benefit from Learning Lab time four days each week, additional classroom time will be used (as well as before-and after-school) for small group and one-on-one instruction. ELs and SWDs will receive extensive supports within each classroom, including “pull-in” services with our Special Education Teacher and/or EL Coordinator, or “pull-out” services as needed. The charter explicitly notes, “This allocated [Learning Lab] time in the schedule for all students will enable provision of services such as designated ELD (30-45 minute mini-classes based on student needs) and IEP services avoiding the need to “pull out” students from other core learning, *as much as feasible* (p. 54.)

We apologize if our plans to become an LEA member of a SELPA were not clear enough for your staff. As stated on page 97 of the charter, “MCMS shall be its own local educational agency (LEA) and shall apply directly for membership in a SELPA in conformity with Education Code section 47641(a).” We have inquired about SELPA membership with LACOE Charter SELPA and are in contact with them about the timing of our petition process and their approval process. We are simply waiting for approval before submitting our formal application.

The charter affirms in multiple places that MCMS and its school facility will comply with all applicable laws, including the Americans with Disabilities Act. (See, e.g., pp. 97, 132.) The law does not require that a charter describe “how” a school will make its proposed facility accessible to students with disabilities. Once our charter is approved and our facility plans are finalized, we will complete any necessary improvements before the first day of school. The projected costs of those improvements were included in the budget for start-up expenses as “Facility Consultants & TI.”

3. “Annual Goals and Strategies to Achieve Those Goals”

This section of the Staff Report is based on District staff’s opinion that the charter descriptions are not “cohesive” enough. That is not a permissible or appropriate basis to deny a charter. The description of the educational program is more than reasonably comprehensive and meets or surpasses the legal standard for approval.

The Staff Report asserts vague conclusions that our annual goals, which can be found on pages 31-34 of the charter, are “not cohesive” and “do not appear reasonable” without providing any actual evidence. As required by law, the charter includes our annual goals for students that are tied to the applicable state priorities, and specific actions to them. Our goals are rigorous and designed to ensure that students at MCMS are meeting grade level standards and prepared to succeed in high school and beyond. The school does not exist yet so our students do not have baseline data, but our goals will be updated annually as we accumulate data as part of the LCAP process in accordance with applicable law.

As for the District’s unfounded conclusion that the charter is “unclear how the comprehensive model will be integrated with the other methodologies (Understanding By Design, Marzano’s Classroom Assessment and Grading That Work, GLAD, Culturally Responsive Teaching (CRT), and blended learning) in a cohesive manner to support students (Petition, pp. 46-53),”

- Regarding Understanding by Design: The Staff Report is incorrect that “backwards planning” all curricula, aligned to state standards, is unclear or not “cohesive” with the NTN model. To the contrary, backwards planning and Universal Design for Learning (UDL) are both instrumental structures and processes in which teachers plan curricula and assessments, with a particular focus on students’ specific needs and current proficiency (data-driven), including incorporating strategies for ELs, low-achieving students or SWD into the lessons.
- Regarding Marzano: these strategies are in direct alignment with our highly personalized model, and work to “ensure that all students are able to access the curriculum and demonstrate their learning via multiple methods of instruction and assessment.” (p. 49.) Marzano strategies such as Reinforcing Effort and Providing Recognition (help develop student confidence and agency), Nonlinguistic Representations (help ELs, SWD and others who may learn more visually), Cooperative Learning (i.e., PBL at MCMS), Setting Objectives and Providing Feedback (i.e., Students ILPs, teacher lesson and unit plans, where objectives are clearly communicated to students, etc.), and Generating and Testing Hypotheses (i.e., PBL and Problem-Based Learning and MCMS) all directly align with our model and help breakdown how specific aspects of the model will be deployed. Similarly, Marzano’s strategies like Summarizing and Note Taking and Cues, Questions and Advance Organizers, are critical learning tools that teachers will incorporate into unit and lesson plans.
- Regarding GLAD³: Again, the specific strategies that form the GLAD approach are directly aligned with our model, such as Guided Interaction (cooperative learning) – i.e.,

³ The Staff Report inexplicably and significantly omits reference to SDAIE strategies, which are noted on equally footing with GLAD in the charter. (Charter, p.

PBL at MCMS; Metacognition and Authentic Assessment – i.e., Student ILPs and self-reflection on learning, with varied activities for teachers to monitor student learning; Explicit Instruction – whether whole class, small group or one-on-one, teachers (and supporting educational staff) will regularly employ direct instruction to ensure student mastery of content, and Meaning-Based Context and Universal Themes – i.e., CRT, PBL/thematic and interdisciplinary learning, and ILPs. Strategies such as Modeling, Graphic Organizers and Visuals, while proven beneficial for ELs, also are known to be effective strategies for *all* learners.

- Regarding CRT: “At MCMS, teachers will draw upon the framing principles and goals of CRT to guide the design of thematic units of study and PBL projects and activities. Through structured professional development during the summer before the school opens and throughout the school year and extensive collaborative planning time built into the weekly bell schedule, teachers will learn best practices from the New Tech Network and others as they collaboratively design PBL.” (p. 46).

Teachers will work collaboratively to develop their unit and lesson plans (including PBL work and thematic learning), through extensive time dedicated in the weekly schedule for formal PD and collaboration (two hours of weekly early-release), PLCs weekly by grade level and subject area. (See, e.g., charter p. 83.) As noted in the charter, “MCMS’ teachers will receive focused professional development on each of these teaching strategies and coaching on the best usage of the different strategies in different contexts. Teacher Professional Learning Communities will collaborate together to plan curriculum implementation and strategize interventions for students in need of additional supports. Teachers will use data from formative and summative assessments (collaboratively reviewed during common planning time and teacher professional development sessions) to determine which strategies are most effective for which students, and will expose them to a mix of strategies to develop their strengths in other areas.” (Charter, p. 53.)

The description of how we will use individualized learning plans or “ILPs” can be found throughout the charter, including on pages vii-viii, 2, 47, 53, 55, 56, 95, etc. This will be a cornerstone of our program. As noted above, every student at MCMS will have an ILP with personal goals and information about the student’s learning style and needs, based on data, including a selection of initial diagnostic and benchmark assessments that will be administered upon enrollment. (See pp. 43-44.) The ILP will be developed in collaboration with the student and parent and based on various sources of data, including assessments, grades, attendance, long-term and short-term goals, papers and quizzes, and many other data points. The ILP will be reviewed with the student at least monthly and formally with the parents during student-led conferences at least twice annually. The ILP will be updated as necessary as the student progresses. The Staff Report questions how the Learning Lab will work as well, despite numerous details throughout the charter, such as pages viii, 2, 15, 54, and many others. As detailed in the charter, NTN’s Echo online learning management system will facilitate online work in the Learning Lab and each classroom and much more, including teachers and administrators’ real-time access to student achievement data from online programs and in-class assessments. The statement that there is a “lack of professional development articulated for core curriculum in the professional development model” (Staff Report, p. 13), is simply untrue. As discussed above, Summer PD will include a “Start Strong Conference (content-specific best

practices)” and a review of the charter petition. (Charter, p. 83.) We are not sure what more information District staff expected to see in the charter.

4. “Implementation of Core Curriculum”

The description of the proposed educational program in the MCMS charter is thorough, detailed, and spans 107 pages of the charter. Element I alone of the MCMS charter is longer and more detailed than the entire charter petition for the only other charter school in the District, which was renewed by the District Board last year. District staff’s opinion that a section of our charter is too “ambiguous” is not a valid basis for denial.

The ways in which the curricula will be integrated across subject lines is detailed far more than the single example given for the NTN program’s “Integrated Curriculum”—a nine word parenthetical example. The information came directly from NTN. MCMS does not intend to serve the high school grades. Rather, we note for example that “In collaboration with NTN experts, MCMS faculty will collaboratively plan interdisciplinary projects that cross subject lines. In our alternating block schedule, Math and Science will be on the same day, and ELA and History/Social Science will be on the same day, allowing for natural flow between these classes.” (p. 36.) The section on Co-Teaching and Looping (a component of our model that is completely ignored in the Staff Report) notes that 6th graders will be co-taught by two teachers, who will “work together to plan integrated projects, collaborate, review data and address individual student needs, . . . reinforce each other’s curriculum . . .” (p. 37.) Students in 7th and 8th grades will have four core subject teachers who will collaborate intensively, and loop with their students for two years. (p. 37.) Similarly, the Staff Report’s statement about Amplify and NTN strangely suggests that while PBL will be the “core instructional model” that the charter is “inconsistent” because we later state “that the NTN project-based work will be supplemental to the core curriculum in science (Amplify) (p. 68).” (Staff Report, p. 13.) The charter plainly details how these two programs are aligned: “Amplify will be supplemented with NTN project-based work. NTN’s PBL expertise will provide the framework through which teachers will collaboratively develop engaging PBL across the curricula, including an intense focus on interdisciplinary learning and the connectedness of subject matter. Teachers will also be able to access a robust resource bank of NTN-structured PBL learning lessons to use in their classrooms. Both Amplify and NTN’s PBL offer an inquiry-based approach to science that allows students to conceptualize questions and work to find a possible explanation that responds to that question.” (Charter, p. 68.)

The proposed finding about our assessment plan is plainly incorrect. On page 33, as part of the chart detailing the school’s goals as of the petition submission pursuant to California Education Code § 52052, the charter includes the following:

<p>State Priority #8: All students will engage in comprehensive social-emotional learning and development of MCMS’ 21st</p>	<p>School and New Tech Network-designed rubrics for</p>	<p>Ongoing, tied to curriculum pacing and grade</p>	<p>100% of students will develop critical 21st century learner outcomes</p>	<p>100% of students will demonstrate mastery and annual growth</p>
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century learner outcomes (Knowledge & Thinking, Collaboration, Oral Communication, Written Communication and Agency) as detailed in the charter petition.	each grade level.	level goals.		on school-designed rubrics measuring 21 st century learner outcomes.
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This is a clear plan and intent to measure student progress on NTN’s desired learner outcomes, which we have adopted as our own.

Page 36 of the charter says that assessments of the NTN outcomes will be embedded throughout the curriculum, and page 111 reflects that students will be regularly assessed with internally-created tests and performance tasks (presentations, papers, experiments, etc.) and publisher-designed assessments, including NTN. Moreover, under Grading, we note “portfolio assessments will allow for the assessment of more complex learning skills such as critical thinking, problem solving, communication, and agency, in alignment with the rubric for that course.” (p. 112). There is no inconsistency. It is also unclear why District staff suggests our grading and assessment plan does not “appear” to be aligned with the five NTN learning outcomes. That is simply untrue, as evidenced by the quote about portfolios above. As described on pages 113-114 of the charter, grades will be based on in-class performance tasks (e.g., assessments, projects, assignments, and classroom participation), homework, responsibility, and other discretionary components. Report cards will also contain narrative sections where teachers detail examples of a student’s level of development and mastery based upon observations, student-work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments. In addition to other assessments, the portfolios are meant to represent a sample of the student’s accomplishments, academic progress, interests, and reflections over the trimester.

We will provide PD and other support to teachers for implementing the core curriculum as necessary, and our charter reflects that. (See, e.g., p. 83 (e.g., charter petition review and Start Strong Conference).) While not included in the charter narrative (this level of detail is not required), we have budgeted money for PD consultants (in addition to our NTN partnership) starting in Y1, as well as outside travel and conferences, to support in-house PD on core curricula and other areas. We plan to have experts lead PD for our teachers in-house, which will be determined once we have hired our instructional staff and determine their levels of experience and needs regarding PD. We also note that virtually all of the published curricula we plan to use includes extensive support for teachers from each publisher, with online and print teacher guides and much more available. Please see above for more detail responding to the finding about our PD description.

All instruction and assessments at MCMS will be aligned to the state standards, which is affirmed in multiple places throughout the charter. (See, e.g., pp. 14, 15, 31, 48, 55, etc.) This is true for the Honors Math 7 and Honors Math 8 courses, even though we may not have repeatedly “articulated” that fact in each and every course description.

As for the Staff Report’s comments about the insufficiency of the model, while District staff may have trouble understanding how such a student-focused model can be effectively implemented, dozens of charter schools across the state are using similar models to achieve strong student outcomes. We already have addressed above how the model is cohesive and how PD will include GLAD (and SDAIE) strategies as well as core and supplemental curricula; we address below the Staff Report’s specious claim that the charter does not address how we will serve students with IEPs. (Staff Report, p. 13.) It is hard to see how District Staff does not understand our planned use of PBL and PrBL will be accomplished through NTN or the stated instructional design. The NTN model explicitly incorporates both PBL and PrBL, for example, in describing the NTN model, the last bullet point states, “**Problem-Based-learning** is often preferentially used in courses like math and foreign language. PrBL utilizes similar inquiry practices as PBL, but on a smaller time scale, which allows students to see the content in multiple contexts and with frequent opportunities to model and make sense of the content.”⁴ (Charter, pp. 36-37; see also pp. 35-38 (discussing PBL and PrBL), and p. 64, confirming that our math curriculum, CPM, “focuses less on direct instruction and more on problem-based learning.” The published curricula and assessments we have chosen were selected specifically for their compatibility with our model. (p. 77.))

B. “Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition (Ed. Code § 47605(c)(2))”

Under the SBE’s regulations, whether a petitioner is “demonstrably unlikely to successfully implement the program” refers to a charter operator’s patent, evidenced inability to run a successful school; *i.e.*, whether the operator has a history of running charters that have been revoked, whether the operator is unfamiliar with the charter or charter law, whether the operator’s financial and operational plan is realistically able to be implemented, and whether the operators have an adequate educational background. (See 5 C.C.R. § 11967.5.1(c).) There are several egregious errors in the Staff Report that make this finding inapplicable.

1. “Financial and Operational Plan: The Proposed Budget Is Unclear, Reflects Dubious Assumptions, and Demonstrates that the Financial and Operational Plan is Not Viable”

This section of the Staff Report is based on District staff’s opinion that MCMS will “potentially” not be able to attract as many students as projected in the charter, which could negatively impact the budget. That is not an appropriate basis to deny a charter. If a school cannot meet its enrollment projections, then of course it will need to make budget cuts to make up for the lost revenue. A budget submitted with a charter petition is simply a multi-year projection prepared at one moment in time. We are confident that our unique program, the desire in the Napa community for an NTN middle school, and closing of the District-operated River Middle School and Harvest Middle School will result in steady enrollment from Year 1. In addition, we have been able to attract wide support and families signing up on our website with little more than

⁴ University of Illinois Urbana-Champaign. [Teaching & Learning: Problem-Based Learning.] Accessed on August 28, 2021. [https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-\(pbl\)#:~:text=Problem%2DBased%20Learning%20\(PBL\)%20is%20a%20teaching%20method%20in,presentation%20of%20facts%20and%20concepts.&text=The%20main%20thread%20connecting%20these,is%20the%20real%20world%20problem](https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-(pbl)#:~:text=Problem%2DBased%20Learning%20(PBL)%20is%20a%20teaching%20method%20in,presentation%20of%20facts%20and%20concepts.&text=The%20main%20thread%20connecting%20these,is%20the%20real%20world%20problem)

word-of-mouth recruitment efforts over a very short period of time, almost a full year before the school is scheduled to open. We put very little time and resources towards outreach prior to submitting the petition, but have accomplished much more already in the two months since the petition was submitted, and, in accordance with the details provided in Element VII, will continue to engage in broad and targeted outreach activities in the community. After the petition was submitted, many more families have indicated their intent to enroll with Mayacamas. It is unfair for District staff to base its entire recommendation on their self-serving, incorrect personal assumption that we cannot achieve a certain level of enrollment.

As for reserves, there is no deficiency—the Staff Report is just plain wrong in that regard. The MCMS budget assumptions narrative confirms that we are projecting to end both Year 1 and Year 2 with a 5% reserve. These reserve levels are appropriate for school districts with similar ADA, as referenced in the Staff Report. However, more importantly, charter schools are not required by law to maintain a specific budget reserve at all, despite the incorrect assertions in the Staff Report to the contrary.

The law requires that a petitioner collect signatures from parents that is equivalent to at least one-half the number of students that the school estimates it will enroll in its first year. (Ed. Code, § 47605(a)(1)(A).) The Staff Report recognizes that we met this requirement. We could have continued to collect additional signatures but that was not required by law. The number of signatures on a charter petition does not correlate to the school's Year 1 enrollment. We understand that overall enrollment has been declining in the District. However, both Harvest Middle School (current enrollment of 685 students⁵) and River Middle School are both closing at the end of the 21-22 school year. While the River MS site will host a new dual-language school starting in 2022-23, many River families have indicated they are not interested in the dual-language program. With the two middle school closures, several hundred students in our community (including those newly matriculating to middle grades) will be enrolled in a new middle school during our first year of operation. Our Year 1 enrollment projection (180) and year 5 enrollment projection (336) are both a fraction of that number.

Harvest Middle School currently serves 187 6th grade students. Our projected 6th grade enrollment in Year 1 (60) and Year 2 (112) are well below that number. Similarly, with 60 students each in grades 7 and 8 in Year 1, we will not be able to serve all of the displaced students from Harvest and River and anticipate demand will exceed capacity. Given our planned location, we also expect to draw significant enrollment from the nearest elementary schools (*e.g.*, Shearer Elementary), (and while at a distance, families from the District's sole NTN elementary school, Napa Junction ES, will want their children to benefit from a full K-12 NTN span and thus enroll in what would be the only NTN middle school in the District).

It is nonsensical for District staff to estimate our unduplicated pupil percentage (“UPP”) based on the petition signatures. If we have more students interested in attending than we have space, we are required by law to conduct a lottery to determine the student population. The fact that someone signed our petition does not guarantee them a spot in the school. The estimated 60% UPP in our budget is based on recruitment efforts that will target the neighborhoods

⁵ According to CDE's DataQuest website: <https://dq.cde.ca.gov/dataquest/>

immediately surrounding the school site, including Shearer ES (the “resident” elementary school for the neighborhood that includes our proposed school site), which has 90% SED, 62% EL and 2% Foster Youth (Charter, p. 139.)

Moreover, it appears that District staff does not understand how the UPP impacts funding for charter schools, and has misunderstood the projected concentration grant funding in our budget. The conclusions in the Staff Report on that piece are wrong. (Staff Report, p. 16.) For a charter school like MCMS that will be physically located within a single school district, only the concentration grant portion of the LCFF funding is capped at the local district’s UPP. (Ed. Code, § 42238.02(f)(2)(A).) The District’s UPP is currently 53% (the 3-year average). Our 60% projection is only marginally higher, and is realistic based on our proposed recruitment plans and school location. The District’s 53% UPP is reflected in the “School Factors” section on Schedule A of our budget. And as reflected in the “LCFF Calculation” section on Schedule A, MCMS is not projecting to collect any concentration grant funding during the initial charter term due to the cap from the District’s UPP.

As for food services revenue, all students must be provided at least two free meals beginning in the 2022-23 school year, regardless of their economic status. (Ed. Code, § 49501.5(a)(2).) The State of California is planning to reimburse charter schools for all non-reimbursed expenses in providing the free meals, subject to appropriations from the Legislature. (Ed. Code, § 49501.5(a)(4).) This means that MCMS and other charter schools will likely be reimbursed for 100% of qualifying meals served to students, which is correctly reflected in our budget.

As for our projected facilities costs, the Staff Report incorrectly overstates what information a new charter school must provide regarding its facilities. All that is required by law is for a charter to “provide information regarding...the facilities to be used by the school” and “specify where the school intends to locate.” (Ed. Code, § 47605(h).) The MCMS charter satisfies this legal requirement on page 171. MCMS intends to utilize the former St. John the Baptist Catholic School’s facility located at 983 Napa Street, Napa, CA 94559. The budgeted costs are within a market range of lease costs. In any event, we have a letter of intent, consistent with the budgeted amount. The costs in our budget are reasonable for the budget projection.

The \$250,000 in start-up funds reflected in our budget is currently cash on hand. The Staff Report’s statement about “school-related organizations” and the baseless, left-field allegation that there was a “failure” to follow some inapplicable process is completely inappropriate, and unrelated to this finding as defined by the SBE under 5 C.C.R. section 11967.5.1(c).

The proposed finding about lottery funding is wrong. New charter schools can in fact accrue lottery funding for Year 1, which is received during the second year of operations. Independent audit firms, as well as many authorizing districts around the state, have confirmed that the funding can be accrued in Year 1, while the receipt of funding is recognized in the cash flow for Year 2. This is properly reflected in our budget and cash flow forecasts.

The supervisor and administrator positions during start-up are reflected in the budget as consultants for the first couple of months, which is why the budget does not reflect any costs for benefits. If the school ends up hiring them as employees during this period prior to the new school opening, then an additional \$2,400 would be added to the budget per position for a total of \$24,000, which would be a marginal additional expense that the budget can absorb.

As for substitute teacher costs, many charter schools contract with third party consulting companies to provide substitute teacher services, such as Teachers on Reserve or Kelly Education. These are consultants and not employees, so the expenses are accurately classified in the budget as such per CSAM and do not include any benefits.

Lease and utility expenses are included in the Excel version of the budget in row 145 of the Year 2 cash flow. That row and a few others were mistakenly minimized so they are hard to see upon first glance. You can expand those rows on the left-hand side of the spreadsheet. We apologize for any lack of clarity, but those expenses are in fact accounted for in the submitted budget.

Our budget was developed in collaboration with ExED, which is one of the leading back office accounting and school service providers for charter schools in the state, and which currently has more than 100 charter school clients across California. While we cannot speak to how much the District paid for Amplify Science, the curriculum costs in our budget were estimated based on information available at the time and are based on authorizer-approved start-up budgets for several similar charter schools that use the same or similar curricula. As noted in the charter, the budget does not include planned additional fundraising, including the state-administered Public Charter Schools Grant Program (PCSGP), which provides funding for one-time start-up costs such as books, curricula, FF&E and more. We plan to apply for this grant in the spring, along with foundation and other private funding support. We also note that we will employ several *free* curricular resources such as CPM and Quill.

The law requires that a petitioner submit a first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. (Ed. Code, § 47605(h).) MCMS submitted all of this information and an additional two years of operations. The law does not require that a petitioner submit a balance sheet. However, the budget assumptions narrative confirms that we are projecting to end both Year 1 and Year 2 with a 5% reserve.

The insurance estimates in our budget are based on costs from CharterSAFE, which is a joint powers authority that provides competitive and comprehensive insurance to hundreds of charter schools. The budget estimate is aligned with actual costs common for charters throughout the state. The charter also explicitly states that “insurance amounts will be determined by recommendation of the District and MCMS’s insurance company for schools of similar size, location, and student population” (Charter, p. 172) and “MCMS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and MCMS’s insurer.” (p. 173.) Nothing about this is deficient. MCMS will obtain all required and comprehensive insurance to

protect our interests once our charter is approved, including student accident insurance and others.

The law does not require that a charter school's budget submitted with the petition contain a description of restricted and unrestricted funds. The format of our budget, which was developed by ExED, has been accepted by numerous district and county charter authorizers across the state for years. We will of course use the appropriate restricted/unrestricted accounting format for all financial reports once the charter is approved, including the preliminary budget, interim reports, unaudited actuals, and others, but that is not required for a start-up charter petition budget.

2. "Petitioners Are Unfamiliar with the Content of the Petition and the Requirements of Law That Would Apply to the Proposed Charter School"

As explained above, the District staff have misinterpreted our budget and may not understand the laws that apply to charter schools. For example, the District's UPP only affects a charter school's concentration grant portion of its LCFF funding, and charter schools often do in fact accrue lottery funding in Year 1.

We apologize for any confusion about the description of the admissions preference for our Founding Team. The law expressly permits a preference for the charter school founders who are identified in the charter. (Ed. Code, § 47605(e)(2)(B).) Our intent is to provide a preference to our Founding Team who have committed significant time to developing the charter and plans for the school, many of whom have already volunteered for more than 75 hours for a school that doesn't yet exist. These individuals are identified on pages ix-x of the charter under the heading "Founding Team" (mistakenly called "Founding Parents" under Element 8). In practical terms, this preference affects no more than just three (3) potential students, simply because only three (3) members of the Founding Team have children that are or will be the appropriate age for middle school. If our charter is approved, we are amenable to making a technical amendment to the charter to clarify that the preference is for children of the "Founding Team" who are identified in the charter. To be clear, there is no requirement whatsoever that parents volunteer at the school in order to be eligible for admission or to stay enrolled, or to enjoy an enrollment preference. (See Charter, pp. viii, 3, 59 all noting that volunteering is not required.) The Staff Report is flat out wrong about that.

3. "Petitioners Lack Necessary Background in Areas Critical to the Charter School's Success and Do Not have a Viable Plan to Secure the Services of Individuals with the Necessary Background"

The law does not require that all charter school board members have experience in school finance or any other specific area. We are not aware that anyone on the District Board of Trustees possessed any "highly-specialized" background in school finance before joining that Board—which is the bar the Staff Report has fabricated for our petition. Our board members are volunteers and representatives from the community with relevant background and experience in

accounting, business, financial planning, nonprofit governance, law, mental health services and insurance, among other fields.

We were very disappointed to read this section of the Staff Report, which attempts to discredit the charter because the two lead petitioners are parents—not school administrators. We were surprised that the District actually stated: “Lead Petitioners have admitted that they are parents”—which suggests that being an interested parent is somehow a mark against us. Many members of this community may be offended by the District’s statement in that regard. In any event, one of the key, explicit purposes of the Charter Schools Act is to provide opportunities for parents to establish and maintain schools independent from the existing district structure. (Ed. Code, § 47601.) There is nothing improper about a group of parents and other community members coming together to develop a charter petition to establish a new public school that will offer a proven successful educational program to young students. To the contrary—it is encouraged. This is precisely what the Charter Schools Act was intended to do, and the establishment of such schools “should be encouraged” by law. (Ed. Code, § 47605(c).)

Without knowing if our charter is authorized, it would be irresponsible of us to hire any staff yet, including the Head of School. Charter petitioners often do not have funds to hire employees until after the charter is approved, which is why this is neither required by the law nor common practice with start-up charters across the state. The school doesn’t exist yet. The best candidates would likely not be interested in the position because of the uncertainty. There is no guarantee that the job will continue to exist unless and until the District actually approves the charter. The law requires that our charter describe the various qualifications for the key positions that the charter school proposes to hire, and our charter does so. (See pp. 121-130.) A description of a hiring plan for the school leader is not required by law, but the MCMS charter actually does in fact include one on page 4. The MCMS board will convene an ad-hoc search committee headed by Council of Supporters member Alan Little, who has extensive experience in leading teams and building school culture. He also has valuable knowledge in what it takes to lead a middle school. Once the charter is approved, the committee will quickly develop a search plan, including a timeline and milestones, which will be submitted to the full board for review and then implemented by the committee. This is the same timeline by which many new charter schools have found their school leader in the past. We are confident that we will have enough time to locate and attract a high-quality candidate.

The law requires that a charter describe the manner in which administrative services will be provided, and the MCMS charter does. (See pp. 171-172.) The law does not require that a charter articulate goals for administrative services or a “clear plan” for “how” it will achieve those goals. MCMS intends to contract with a qualified and experienced back-office provider during the term of the charter. Our current provider, ExED, is a reputable nonprofit backoffice provider that currently works with more than 100 charter schools in California. MCMS plans to adopt ExEd’s model fiscal policies and procedures (customized for MCMS), which include provisions regarding the selection of contractors. For special education, MCMS could provide some services in-house, but will likely seek resources and services (*e.g.*, speech, occupational therapy, adapted P.E., nursing, and transportation) from the SELPA or qualified private agencies

or independent contractors. (See p. 97.) Those decisions will be finalized once the charter is approved.

The fact that we did not have a credentialed math or special education teacher sign the petition does not make our charter deficient. The District staff's contention in that regard is nonsensical. We will secure all of the necessary staff and services once our charter is approved. Again, the law does not require that a charter include a detailed recruitment or hiring plan for all employees. In any event, we have developed the following teacher recruiting plan:

We will work to recruit teachers through various communication channels, including local newspapers, education networking websites (CCSA, EdJoin, etc.), LinkedIn, the school website, career fairs, local universities and word of mouth referrals. We will engage in a thorough review of the qualifications of candidates that apply for employment at the school. The Head of School will review resumes, letters of recommendation, statements of teaching philosophies, and portfolios to determine which candidates will be interviewed for positions. The Head of School bears primary responsibility for all teacher hiring. Teachers and students will be asked to participate in interviewing candidates, where feasible. Candidates for teaching positions will be interviewed, and in most cases asked to teach a lesson to a classroom of students. In some cases, the Head of School may observe candidates teaching a lesson in their current positions. Following interviews, the Head of School (or his/her designee) will contact references, review letters of recommendation, and notify each person of their status once a decision is made. Candidates who are offered employment will receive a written offer of employment. In addition, we will verify the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and federal requirements to teach the subject(s) that he/she is being hired to teach. Before any teacher is permitted to work, all appropriate background, health (e.g., TB testing) and other requirements must be met.

MCMS will make every effort to recruit teachers who are committed to the vision and mission of the school. Job postings for teachers will clearly state the education philosophy and teaching pedagogy that are supported by the school so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school. To attract and retain outstanding teachers, MCMS will provide: competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; and, the opportunity to participate in innovation, creativity and research within a model school program.

Due to the profound impact that teachers have on students, only the most effective teachers will be hired for the school. Performance measures will be used to evaluate teacher effectiveness, to recognize superior performance, to provide targeted assistance in instances when performance is less than satisfactory, to determine the appropriateness of pay incentives, and to make informed decisions regarding continued employment at the school.

As for salaries and benefits, contrary to the District staff’s assertions, MCMS’s budget includes a competitive salary and benefits package that is higher than most new start-up charter schools across the state, in recognition of the need to entice qualified candidates to our community. Our starting salary for entry-level teachers is approximately \$10k more than District entry-level. Each teachers’ salary will be determined in an individual contract and not subject to a lock-step salary schedule – for many teachers, this is a tremendous benefit. Charter schools across the state are routinely not electing to participate in STRS or PERS, and yet have been able to fully staff their schools. While the current STRS rate (18%) is higher than what we propose (6% social security and 3.3% for a 403b), for teachers who are many years from retirement, our benefits plan may be more appealing. In addition, for many teachers, the opportunity to help develop a new school from the ground-up, the benefits of a small, locally-controlled school with its autonomies and flexibilities, the intensive PD and coaching MCMS will offer to help teachers continuously improve their practice and our intensive peer collaboration are major plusses for countless teachers. We are confident that the many positive aspects of our school, including but not limited to the small size, unique program, and engaged parents, will help us attract high quality candidates.

4. “Lead Petitioners’ Refusal of the District’s Capacity Interview Supports an Inference that They Are Unfamiliar with the Petition”

The proposed findings about the “capacity interview” are irrelevant and distracting. To be clear, the lead petitioners did not refuse to meet. The lead petitioners have been very transparent that we are not going to be the day-to-day leaders of MCMS. The leadership team will be hired once the charter is approved, and we will keep the District apprised of our recruitment process.

When District staff first requested a meeting with the lead petitioners to clarify information in the charter, we were excited to meet and discuss our plans for the school. However, we found it odd that District staff did not want to allow our ExED charter finance consultant to speak in the meeting (the professional who prepared the projected budget), and refused to send us questions in writing so that we could be well prepared. Later, the District changed their stated intent for the meeting and said that “multiple members of District staff” would be present at the meeting in addition to “District counsel,” and that our lead petitioners (two parents with no school management experience) would be expected to demonstrate those two parents’ “capacity to successfully start up, lead, and manage the proposed charter school, including understanding the budget.” This “capacity interview” felt more like an abusive attempt to underscore what we had already stated—the lead petitioners have no experience running a school, and will not be running the operations of MCMS.

The MCMS charter is thorough and provides a robust description of how the school will operate from an academic and operational perspective. It meets and exceeds all of the necessary legal requirements and is much more detailed than charters that have been approved by the District in the past. We requested time at the public hearing to formally present our charter to the District and answer questions from the Board of Trustees, but our request was inexplicably denied. We later individually asked each Trustee to meet with us so we could describe MCMS and answer any questions, but we were denied by six of the seven, and one did not respond to the

request at all. Now, it appears we are being penalized for not providing enough information or answering enough questions. While we understand the desire to meet with school leadership to discuss the intricacies of the program, the MCMS leadership team has not been hired yet. There is nothing illegal, improper, or even unusual about that.

We further note that so-called “capacity” interviews are not required or even mentioned in the statute or regulations. Some authorizers use them in a good faith attempt to learn more about the petitioners and the program. Others, sadly, use them to improperly intimidate and interrogate parent or community board members, seeking a “gotcha” moment to discredit petitioners of an otherwise qualified charter petition. We very much look forward to answering any questions from the District Board of Trustees at the meeting on December 9th.

5. “Lead Petitioners’ Refusal of the District’s Capacity Interview Raises Concerns Regarding an Effective Charter Oversight Relationship if the Petition is Granted”

Again, the lead petitioners did not “refuse” to meet. The “concerns” in this section of the Staff Report are unwarranted. We want to partner and collaborate with the District to provide a high quality educational alternative to students in Napa. We understand the District’s rights as authorizer once our charter is approved, and we affirm our commitment to working in good faith with our charter authorizer.

C. “The Petition Does Not Contain Reasonably Comprehensive Descriptions of Elements (A) through (O) of Section 47605(c)(5)”

The SBE’s regulations describe what it means for a charter to be “reasonably comprehensive,” and the 173+ page MCMS charter narrative (plus eight Appendices) goes above and beyond what is required by law. (See 5 C.C.R. § 11967.5.1(f).) In fact, the charter petition for River School that was approved by the District Board in 2015 (63 pages) and the charter petition for Stone Bridge that was approved by the District Board in 2020 (80 pages) both provide just a fraction of the comprehensiveness of the MCMS charter—yet they are of course complete, comprehensive petitions. Because there is no precise formula to determine whether a charter element is “comprehensive” enough, in practice content varies among different petitions and districts. Here, District staff are clearly considering “comprehensiveness” in an inconsistent and unfair manner with regard to MCMS. The Stone Bridge and River petitions both contained reasonably comprehensive descriptions of all elements—and the District Board agreed and approved them both. The MCMS petition irrefutably surpasses them both with regard to reasonable comprehensiveness.

1. “Educational Program (Section 47605(c)(5)(A))”

In this section of the Staff Report, District staff recites many of the same concerns as earlier in the report. Please see our responses to finding A above regarding our proposed PD plan, annual goals and actions to achieve those goals, EL program, and special education program. We note that – contrary to the Staff Report’s claim that “no specific descriptions of professional development needed to support the various curricula proposed—for example, the Petition does

not describe professional development in the tiered interventions” is just plain wrong: summer PD explicitly references MTSS, supporting SWD and ELs, and data-driven instruction, along with review of this charter (p. 83.).

(a) Students Identified as English Learners

We apologize for the single typo referencing designated ELD three times per week – this was changed during the planning process to four days per week but this one reference was missed. To be clear, all students -- including ELs -- will participate in a learning lab for 45 minutes four days per week. (See, e.g., pp. viii, 2, 15, 54.) During these 45-minute blocks, EL students will receive designated ELD instruction for a number of minutes based on individual student need. (See pp. 54, 89.) This is reflected on the sample daily schedule on page 81 of the charter.

The Staff Report claims that “The Petition does not explain how students will be assigned to Learning Lab classes (for example, whether EL students will be clustered by proficiency level in order to facilitate designated ELD instruction at their proficiency level).”

This is not true. The charter states, “Students will be grouped according to proficiency levels in English (See the EL section below for classification criteria)” (p. 63) and goes on to describe ELD 1, ELD 2 and ELD 3 in detail. (Ibid.)

Similarly, the Staff Report cites a reference to homogeneous groupings for ELD instruction, but ignores the full page description of this grouping process and the three ELD levels that will be used to group students during Learning Lab ELD lessons. (“The second tier of our ELD approach is explicit/designated ELD, which will be offered during the Learning Lab block four days per week.” Charter, p. 63.)

The Staff Report claims that the charter “does not describe the specific content of designated ELD instruction,” yet, the charter states, “The National Geographic Hampton-Brown *Inside: Language, Literacy and Content* will serve as the primary source material for MCMS’ designated ELD. The *Inside* curriculum’s overlapping levels make it possible to meet students at their appropriate ability and proficiency levels and rapidly move ahead. The curriculum and instruction, driven by the CCSS, provides multiple points of entry for correct placement and is designed to return students to grade-level instruction within two years. Achieve 3000 and Duolingo will be used as supplemental curriculum as needed.” (Charter, p. 63.)

Finally, the Staff Report erroneously suggests the grouping of students in ELD 1, 2 and 3 may be outdated, because the ELPAC includes four EL tiers. (Staff Report, p. 22.) This is a strange claim. As clearly indicated in the charter, level 4 under the ELPAC means students simply do not require as much EL support and are potentially ready for reclassification. As defined by the CDE:

English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a

variety of social and academic contexts. *They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.* This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards). (Charter, p. 93, quoting CDE; emphasis in italics added here.)

In fact, on the CDE page cited in the charter, the CDE notes, “These Summative general PLDs take into account the categories of Emerging, Expanding, and Bridging” (<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>) and – as clearly stated in the charter – “EL student classification will use the 2012 California English Language Development Standards’ three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4) included above.⁶ The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge” (Charter, p. 94.)

Any EL students who also require special education will receive the appropriate services in accordance with their IEP. Nowhere does the charter state that *all* services for ELs or SWDs would be provided during Learning Lab. To the contrary, as noted above, the charter states that Learning Lab will facilitate provision of these services without the need to “pull out” students from core classes, “where feasible.” (p. 54.) The section on MTSS includes details about small group, one-on-one and online learning being used in classrooms to meet student needs (including those of ELs – all of the curricula we have selected have been chosen, in part, for their success with ELs and other differentiation for student needs). (p. 84.) The charter also notes that students may be referred to before- or after-school support (pp. 84-85), and parents will be offered training to support their child’s learning at home. (p. 85.) The specific interventions and supports described within each of the MTSS tiers include numerous references to students’ linguistic and language needs (pp. 86-88). Furthermore, the detailed descriptions of instructional strategies such as Marzano, GLAD, SDAIE and others all detail targeted supports that benefit all learners, including SWD and ELs.

Please also see our responses to finding A.1 above.

(b) Students with Disabilities

The charter’s description of how we will comply with the applicable special education laws can be found on pages 97-103. The Staff Report unfairly nitpicks our charter and recommends denial for not including a level of granular detail that is not required by law. To summarize, MCMS will be its own LEA for special education purposes and will obtain membership in an approved SELPA, most likely operated by the Los Angeles County Office of

⁶ California Department of Education. [Summative ELPAC General PLDs.] Accessed on August 29, 2021. <http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Education. See attached letter regarding application. The school will work in collaboration with the SELPA to ensure all students with disabilities are provided a free appropriate public education. MCMS will follow the SELPA's child-find procedures to identify students with disabilities, in addition to our own MTSS model and other available data (*e.g.*, teacher observations, grades, parent, input, etc.). Students will be assessed as appropriate based on their suspected disability in accordance with applicable law, and with parent consent. Upon completion of the assessment, an IEP team will be assembled to review the results and determine the student's eligibility for special education. The IEP team will oversee the development and implementation of the IEP. All students, including those with low-incidence disabilities, will be served in accordance with their IEP. Students will be served in the least restrictive environment, and the student's progress will be regularly reported to parents. MCMS will be solely responsible for providing the services described in the IEP, whether they are provided by school employees, independent contractors, vendors, or the SELPA. Each student's IEP will be reviewed at the intervals required by law and adjusted as necessary to best serve the student. In the event of any dispute related to special education or related services, MCMS will be solely responsible for defending itself. All of this is described in the charter.

The projections for special education costs in our budget are reasonable, were developed in collaboration with ExED, and are based on sound practice and experience around the state. It is impossible to predict with precision exactly how many students with disabilities we will have, which disabilities and to what extent, and the level of services they will require. As for special education resources, we note that we have budgeted in Year 1 for a full-time experienced Special Education teacher (salary of \$80K), a full-time Counselor, and \$41K of outsourced specialized Special Ed services as needed (speech therapy, OT, or others) -- nearly \$1,000 per student (*all* pupils) which is a substantial amount of special education services. Additional staff will be added as the school grows, and will be based directly on students' needs.

Again, any EL students who also require special education will receive the appropriate services in accordance with their IEP. The charter clearly anticipates that we will enroll students who are classified both as EL and SWD (see, *e.g.*, pp. 88 ("We also recognize that many of our ELs will have complex needs and may be dually-designated as SWD, or foster youth or homeless or other status.", 93, 95). Curiously, the Staff Report fails to even mention that *every* student at MCMS will have an ILP, which will include data about their proficiency levels and growth to date as well as specific long-term, trimester and short-term goals and objectives (Charter, p. 47.) EL students and SWD's ILPs will of course include information that is customized to their specific needs and abilities, including references to any MTSS tiered supports/interventions or a student's IEP.

It is true that the charter does not specifically address how MCMS would provide for students who are hard of hearing, or have one or more of a number of specific disabilities. That simply is well beyond the scope of the legal requirements for a charter petition. Again, the Staff Report repeatedly ignores the highly personalized nature of MCMS' entire program. We are building our school from the ground up based on students' and families' needs, not the needs of our teachers, staff, Board or other stakeholders – at MCMS, children really do come first.

Similarly, our staffing will ensure that the needs of these students are met, whether through our in-house Special Education teachers, or via SELPA or contracted services providers. As needed, staffing will be modified to address specific needs. For example, if there is a greater need for psychological counseling than we currently anticipate, as a small charter school we will be able to refine our staffing plan and reallocate resources to meet this need. The Staff Report oddly and imprudently calls out the need to hire a “Data Manager” for special education data. (Staff Report, p. 24.) This indicates a misunderstanding of what is required for charter schools. If MCMS has 16% SWD at full enrollment capacity, that will mean 53 students. This hardly would support the need for a full-time Data Manager. Further, the claim that “[th]ere is also no designation in the Staff Qualifications portion of the Petition for administrative oversight of special education.” (Staff Report, p. 24.) is untrue. The Head of School’s job description is not exhaustive “shall include but are not limited to” (Charter, p. 122), and includes numerous provisions that broadly encompass monitoring services for SWD, such as “Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.” and a specific reference to IEPs (Ibid.)

We note once again that the language included in this charter has been approved by multiple charter authorizers up and down the state.

Please also see our responses to finding A.2 above.

2. “Means to Achieve a Balance of Student Population Reflective of District General Population (Section 47605(c)(5)(G))”

This section of the Staff Report has no basis in the law and should be disregarded. As mentioned in the Staff Report, this element is normally presumed by the SBE to be reasonably comprehensive, and the description in our charter more than meets the legal standard. Charter schools are schools of choice and must admit all students who wish to attend, subject to capacity. The only way to achieve a matched student population with the District would be selective enrollment based on student demographics, which is discrimination. The demographic makeup of our student population will be determined by interest from families. The signatures on our charter petition are not indicative of the student population that will eventually enroll. Our program is designed to help and serve all students: low achieving students, high achieving students, English learners, students with disabilities, students from all racial and ethnic backgrounds, and all others. Notably, the Staff Report ignores entirely the fact that we are dedicated to creating a “diverse by design” school, embracing Horace Mann’s concept of the “common school.” (Charter, pp. 4-7.) We fully embrace the value in a diverse student body and we will work hard to attract students from all walks of life.

The description of how we will attract families to our program is on pages 139-142, and it includes various strategies to target the different demographic groups in our community. Our recruitment materials are distributed in Spanish and English; we have lawn signs and brochures at the proposed school site, and we already have met numerous times with service organizations such as Puertas Abiertas to discuss how we might work together to serve their target community and to bring their families into our school. We have also ensured that our posters are included in

places like grocery stores in underserved neighborhoods. We provide fliers about MCMS to the La Morenita market to distribute in their grocery bags, and Puertas Abiertas also requested that we provide them with Spanish-language fliers to include in “Covid Care Packages” for their constituency. Our website is available in both English and Spanish and we have a Spanish-language testimonial on our website. Additionally, as we progress through the process, we plan to run tours and information sessions in English and Spanish, and to conduct specific outreach to the underserved communities in Napa in a similar fashion. We will continue to meet with potential partners and supporters such as Mentis Napa, Napa Food Bank, Cope Family Center, Community Resources for Children, On the Move and others. We plan to reach students with disabilities by holding community outreach events and open houses where we can describe the program and available services directly to families and answer questions.

3. “Measurable Student Outcomes (Section 47605(c)(5)(B))”

We understand that the law requires a charter to include measurable student outcomes that address increases in academic achievement schoolwide and for all groups of students served by the school. Our charter meets this requirement on pages 31-34. Our outcomes are aligned with the applicable state priorities and cover all groups of students that may attend MCMS. The law does not require that a charter include different outcomes for each student group. In our view, setting different standards for students based on their race, ethnicity, disability status, English language acquisition status, or any other factor – before we even open -- is not beneficial to them. We expect the same high standards for all students, and we will treat all students fairly and equitably. We will have high expectations for all of our students, and through our personalized model, we anticipate seeing little, if any, achievement gap. Once we establish baseline academic data in Year 1, if we do see any achievement gaps between different groups, we will make the necessary adjustments to our outcomes during the development of our LCAP, which is the appropriate and legally required process for such adjustments.

D. “The Proposed Charter School is Demonstrably Unlikely to Serve the Interests of the Entire Community in which the School is Proposing to Locate”

The District may only deny a charter with this finding if the charter is unlikely to serve the interests of the entire community when viewing the totality of the circumstances. The Staff Report does not meet the legal standard under Education Code section 47605(c)(7). This finding is multi-faceted and “shall” detail specific facts and circumstances that analyze and consider all of the following factors:

1. The fiscal impact of the proposed charter school.
2. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings in the community.
3. Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the

students proposed to be served within reasonable proximity to where the charter school intends to locate.

A charter cannot be denied for superficial reasons such as the District's own declining enrollment, or because the District decides that the charter school's program is not unique enough, or that the District plans to offer a similar program in future years. It cannot be denied simply because the charter school's program could theoretically be replicated, and it cannot be denied simply because there are other schools in the community with capacity for more students. If this were the law, it would allow a school district to arbitrarily and unilaterally shortchange parents by denying them quality schools of choice in every instance. The District's view turns the letter and intent of the law on its head.

As for the fiscal impact prong, the District's cursory analysis is woefully inadequate. In considering whether and how to factor fiscal impact into decision-making, all school districts must advance the state's fundamental constitutional, statutory, and administrative policy on public education: to prioritize and advance student learning and academic achievement, particularly for traditionally underserved students. This is also the express direction of FCMAT in the context of using fiscal impact to deny a charter: "If an authorizer considers denying a charter based on fiscal impact, the law requires the authorizer to consider the academic needs of students whom the charter school proposes to serve." (FCMAT Fiscal Alert: "Fiscal Impact of New Charter Evaluation Criteria in AB 1505" August 2020.) Simply put, all decisions must consider what is best for students; not just the District's own financial bottom line.

The fiscal impact analysis in the Staff Report relies solely on lost revenue and staff. The District failed to consider other factors too, such as its own reduction in expenses as a result of serving fewer students and the fact that MCMS will need to hire its own teachers from the community. California education funding follows the student. This fact alone means that the very existence of a charter school in a school district will lead to the redistribution of public education funding. If a student chooses to leave a district school and enroll at a successful charter school, that student's funding that once flowed to the district will flow to the charter school. The key is that such funding is tied to the student, and not the district. Quality charter schools do not "take" funds from school districts. Public education dollars do not belong to school districts—they belong to students.

The MCMS charter cannot be denied simply because some students will choose to attend the charter school, which could lower the District's revenue. The District's disturbing misinterpretation of the law would reward school districts for inefficient and academically unsuccessful practices, and result in the denial of efficient, high-performing charter schools. This is not the intent of the Charter Schools Act, and it is not permitted by law. A loss of revenue to the District does not provide a legal basis for denial of the MCMS charter.

The second prong of the analysis is about whether a charter would "substantially undermine" already-existing services or programs in the community. Again, for context, this finding is not a tool for a school district to preserve all of its programs and administrative arrangements just for the sake of the school district's status quo. Lost or downsized district programs do not justify the denial of a charter unless they would also have a substantial negative

impact on students. The Staff Report does not provide any evidence of a negative impact on students.

As for the third prong of the analysis, the statements in the Staff Report about MCMS potentially duplicating District programs are factually incorrect. (Staff Report, p. 26.) For example, the Staff Report states that the District already offers NTN programs, but fails to address the fact that there will be no middle school NTN program available next year. River Middle School—which was formerly an NTN program serving grades 6-8 in the District and the only middle school that could be construed as similar to the Mayacamas NTN program—is being repurposed to a dual immersion/ language academy next year.⁷ If our charter is approved, MCMS will be the only NTN program serving the middle school grades available in the District. While NVUSD schools may use MTSS in varying degrees and with varying rates of success, we are confident our program, which will personalize and differentiate instruction for *all* students based on data both on their proficiency and progress and also on the ways in which they learn, is qualitatively different from NVUSD. The Staff Report further claims that MCMS will “duplicate” NVUSD offerings simply because it, too, offers some blended learning for students! That’s like saying “we teach science too.” In 2021, and particularly through the impact of the Covid-19 pandemic, virtually every public school in California is adopting some form of blended/online learning. The programs NVUSD offers (other than Amplify Science) are not the same programs as MCMS will use. Finally, at MCMS, PBIS will not be a “separate tool” on a “parallel track” with our MTSS tiered interventions, but rather fully incorporated into the MTSS model (as is recommended by CDE’s very design of MTSS, to include both academic and behavioral interventions in the same structure).

The statement about a perceived lack of support for our charter school in the community is also misleading. There is strong support and demand for our program in Napa. The District currently serves approximately 16,600 students, yet only 23 individuals spoke against our charter at the public hearing. The majority of the speakers against the school utilized talking points created by the teachers’ union, reiterating the same untrue and poorly-researched points and objections; some of the speakers against the school were calling from elsewhere in the state and had no direct ties to the Napa community. For our part, we had nearly as many supporters, and all were from Napa with a vested interest in education locally. We collected the legally required number of signatures on our charter and many of those individuals spoke in support of the charter at the public hearing. In addition, while we submitted the Petition with 111 signatures representing 123 students, thereafter even more families continue to demonstrate interest in MCMS; as of December 8, 2021, we have 196 students interested in attending the school -- more students than we planned for our first year of enrollment. And we have barely begun to conduct comprehensive recruitment. Based on the experiences of other charter schools across California, we know that once our charter is authorized, and we can finalize the facilities plan and hire a Head of School, enrollment demand will increase exponentially. These factors are understandably very important to families, and we look forward to informing the community that the charter is officially approved, the facility is officially secured, and offer sessions for families to meet our Founding Head of School.

⁷ District Board Resolution No. 21-23 adopted on April 22, 2021.

To date, student outreach for MCMS has been mostly by word of mouth. We have an active Facebook Group, and we have hosted an information booth at the Farmers Market on Saturdays for the last few months in order to talk to members of the community interested in our school, or in supporting our school. We have also handed out more than 200 lawn signs, which you can see all over town. There are MCMS posters and flyers in different businesses across the District, including the neighborhood that surrounds the intended school site. Mayacamas supporters marched in the Christmas Parade and handed out approximately 600 treat bags containing Mayacamas bookmarks and stickers to parade attendees. The Lead Petitioners have also been interviewed on local radio programming talking about the school, and our proposed charter school was featured on the front page of the Napa Register; we have plans to have one of our intended teachers interviewed on a local Spanish Radio station.

In addition, it was highly inappropriate for District staff to make intimidating “signature validation calls” to parents. We have heard that a few districts have previously made similar calls in an attempt to bully families, and convince them to “retract” their signature and keep their child in district-run schools. Even if you assume that only 76% of the 96 parents NVUSD was able to reach who initially signed our petition are still interested in attending (which we do not believe is true), between the 74 parents who did confirm their interest to the District and the other 25 parents who were not reached, we have still met the petition signature requirement (80 students, or 50% of anticipated Y1 enrollment). This means that by law, there is sufficient interest in the community for the establishment of MCMS.

In this section of the Staff Report, the District also alleges that because sections of the MCMS charter appear to be similar to another charter approved in Los Angeles County, the descriptions were not prepared “with the NVUSD community in mind.” This is false and not a valid reason to deny a charter. We worked with an educational consultant that has worked with well over 100 charter schools in California and is familiar with key components of other programs that serve large numbers of English Learners and socioeconomically disadvantaged students. In developing our charter, we carefully and thoughtfully selected successful facets of other programs that we believe will be successful for our own students at MCMS, and we inserted those descriptions into our comprehensive charter. There is nothing wrong with trying to bring successful strategies from other parts of California to students in Napa. The District can’t have it both ways: it can’t say that the charter is not customized to the Napa community enough, and then also claim it is duplicative of what NVUSD already is offering.

Similarly, as a final note, in the same section of the Staff Report where the District concludes that there is not enough interest in MCMS, the District also inexplicably concludes that MCMS will take too many students from District schools and result in decreased revenue. These conclusions do not legally support a finding for charter denial.

CONCLUSION: THE MCMS CHARTER SHOULD BE APPROVED

We look forward to discussing these and any other issues, questions, or concerns with the District Board at its meeting on December 9, 2021. We are willing to take every possible step to

partner with the District to keep the popular NTN program available for middle school students.
Thank you very much for your consideration.

Sincerely,

DocuSigned by:
Jolene A. Yee
74FEF710ABDA463...

Jolene Yee

DocuSigned by:
Lauren Daley
F811B7F6077F48C...

Lauren Daley

On behalf of Petitioners for Mayacamas Charter
Middle School



EXHIBIT 7

Letter Describing Necessary Changes to the MCMS
Charter Petition to Reflect the County Board as the Chartering
Entity



December 21, 2021

VIA HAND DELIVERY AND ELECTRONIC SUBMISSION

Dr. Barbara Nemko
Superintendent of Schools
Napa County Office of Education
2121 Imola Avenue
Napa, CA 94559

Re: Description of Necessary Changes to the Mayacamas Charter Middle School Charter Petition to Reflect the County Board as the Chartering Entity

Dear Dr. Nemko:

Pursuant to California Code of Regulations, title 5, section 11967(b)(4), the following changes to the Mayacamas Charter Middle School ("MCMS") charter petition are necessary to reflect the Napa County Board of Education ("County Board") as the chartering entity.

1. Chartering Authority

Throughout the charter, any text referring to the "Napa Valley Unified School District," "NVUSD," or "District" as the chartering entity would be removed or revised to read "Napa County Board of Education," "County Board," or "County" as appropriate. This includes revising any language in the charter that requires MCMS to provide documents, notices, or information to the District (e.g., the obligations on page 173 to submit financial and other reports to the District) and that provides any rights to the District (e.g., the right on page 116 to appoint a representative to sit on the MCMS Board of Directors). This also includes revising the language on page 115 to provide that the County Board shall not be liable for the debts and obligations of MCMS, since the charter school will be operated by The Napa Foundation for Options in Education, a California nonprofit public benefit corporation.

2. Cover Page And Table Of Contents

The cover page of the charter would be revised to reflect the date the charter was submitted on appeal to the County Board. The table of contents will need to be updated once all of the changes described in this letter are made.

[REDACTED]

[REDACTED]



4. Element XIV –Dispute Resolution

MCMS understands that it cannot bind the County Board to a dispute resolution process to which the County Board does not agree. Element 14 of the charter on pages 166-167 would be revised as necessary to meet the County Board’s requirements.

5. Element XV – School Closure

The school closure procedures beginning on page 129 of the MCMS charter would be revised to reflect the County Board as the appropriate oversight authority, and to remove the obligation of MCMS to provide notice of closure to the District, to provide copies of student records to the District, and to work with the District to store student records.



Thank you again for your time and consideration. We look forward to working with the County to finalize any additional and necessary changes to the MCMS charter petition to reflect the County Board as the chartering entity. If you have any questions, please feel free to reach out to us directly.

Sincerely,

DocuSigned by:
Jolene A. Yee
74FEF710ABDA483...

Jolene Yee

DocuSigned by:
Lauren Daley
F811B7F6077F48C...

Lauren Daley

On behalf of Petitioners for Mayacamas Charter Middle School



EXHIBIT 8

Certification of Compliance with All Applicable Laws



CERTIFICATION THAT PETITIONERS FOR MAYACAMAS CHARTER MIDDLE SCHOOL WILL COMPLY WITH ALL APPLICABLE LAWS

We, lead petitioners for Mayacamas Charter Middle School (“MCMS” or “Charter School”), hereby certify that MCMS will comply with all applicable federal, state, and local laws, including but not limited to the following:

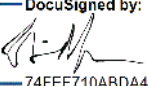
- MCMS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (Ed. Code § 47605(e)(1).)
- MCMS shall not charge tuition. (Ed. Code § 47605(e)(1).)
- MCMS shall not discriminate on the basis of the characteristics listed in Education Code section 220 (*e.g.*, 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 Penal Code section 422.55, including immigration status, or association with an individual who has one or more of such actual or perceived characteristics). (Ed. Code § 47605(e)(1) .)
- MCMS shall admit all students who wish to attend the Charter School, and who submit a timely application; If the Charter School receives a greater number of applications for the spaces available for students, each application will be given equal chance of admission through a public random drawing process; provided that any pupil who resides in the Napa Valley Unified School District shall be entitled to preference in admission and such other preferences as set forth in Element VIII of the charter petition. Except described above, and as required by law, 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. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School. (Ed. Code § 47605(e)(2)(A)-(C).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the Superintendent of the District of the pupil’s last known address within 30 days, and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3).)
- MCMS shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- MCMS shall consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the Charter School's educational programs. (Ed. Code § 47605 (d)(2).)

- MCMS 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. (Ed. Code § 47605(n).)
- MCMS shall be deemed the exclusive public school employer of the employees who work at the Charter School for purposes of the Educational Employment Relations Act. (Ed. Code § 47605(b)(6).)
- MCMS 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 in Education Improvement Act of 2004.
- MCMS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. (Title 5 California Code of Regulations § 11967.5.1(f)(5)(C).)
- MCMS shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. (Ed. Code §§ 47605(1) and 47605.4(a).)
- MCMS shall at all times maintain all necessary and appropriate insurance coverage.
- MCMS shall, 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).
- MCMS shall meet or exceed the legally required minimum of school days. (Title 5 California Code of Regulations § 11960.)
- MCMS shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A).)
- MCMS shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment. (Ed. Code § 47605(e)(4)(B).)
- MCMS shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures by which pupils can be

suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. (Ed. Code § 47605(e)(4)(C).)

- MCMS shall comply with Education Code section 47605(e)(4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent or guardian as required. (Ed. Code § 47605(e)(4)(D).)
- MCMS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection as required by law. (Ed. Code § 47612.5(a).)
- MCMS shall comply with any jurisdictional limitations to locations of its facilities. (Ed. Code § 47605-47605.1.)
- MCMS shall comply with all laws establishing the minimum and maximum age for public school enrollment. (Ed. Code §§ 47612(b), 47610.)
- MCMS shall comply with all applicable portions of the Every Student Succeeds Act.
- MCMS shall comply with the Gun-Free Schools Act.
- MCMS shall comply with Education Code section 47604.1, as added by Senate Bill 126 (2019), and be subject to the Ralph M. Brown Act, the California Public Records Act, the Political Reform Act of 1974, and Government Code section 1090 *et seq.*, as they may be amended from time to time.

• MCMS shall comply with the Family Educational Rights and Privacy Act.

DocuSigned by:

74FEF710ABDA483...
Jolene Yee

12/20/2021

Date

DocuSigned by:

F811B7F6077F48C...
Lauren Daley

12/20/2021

Date