



**PASADENA UNIFIED SCHOOL DISTRICT**  
*Our Children. Learning Today. Leading Tomorrow.*



*Bridging the Past to the Future*

---

*CHARTER PETITION FOR FIVE-YEAR TERM (2020-2025)*

*DEPENDENT CHARTER SCHOOL*

*RESPECTFULLY SUBMITTED TO*

*THE PASADENA UNIFIED SCHOOL DISTRICT*

*FEBRUARY 14, 2020*

---

# TABLE OF CONTENTS

Affirmations and Declaration.....	4
Introduction .....	7
<b>Element 1 – The Educational Program.....</b>	<b>8</b>
<b>Element 2 – Measurable Pupil Outcomes AND .....</b>	<b>78</b>
<b>Element 3 – Method by Which Pupil Progress Toward Outcomes Will be Measured .....</b>	<b>78</b>
<b>Element 4 – Governance Structure.....</b>	<b>99</b>
<b>Element 5 – Employee Qualifications .....</b>	<b>102</b>
<b>Element 6 – Health and Safety Procedures.....</b>	<b>104</b>
<b>Element 7 – Student Population Balance.....</b>	<b>108</b>
<b>Element 8 – Admission Policies and Procedures .....</b>	<b>109</b>
<b>Element 9 – Annual Financial Audits .....</b>	<b>111</b>
<b>Element 10 – Suspension and Expulsion Procedures.....</b>	<b>112</b>
<b>Element 11 – Employee Retirement Systems .....</b>	<b>113</b>
<b>Element 12 – Public School Attendance Alternatives.....</b>	<b>114</b>
<b>Element 13 – Rights of District Employees.....</b>	<b>115</b>
<b>Element 14 – Mandatory Dispute Resolution .....</b>	<b>116</b>
<b>Element 15 – Charter School Closure Procedures .....</b>	<b>118</b>
Miscellaneous Charter Provisions.....	121
Conclusion.....	123

## **Appendix**

Appendix 1: Budget Documents

Appendix B: Teacher Signatures



**CHARTER OF THE  
MELKONIAN HIGH SCHOOL  
A CALIFORNIA PUBLIC DEPENDENT CHARTER SCHOOL**

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure. It is the aim of Melkonian High School (“MHS” or the “Charter School”), to partner with the Pasadena Unified School District (“PUSD” or the “District”), in order to establish a dependent charter school that will accomplish the intent of the Charter Schools Act of 1992:

1. *Improve pupil learning.*
2. *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
3. *Encourage the use of different and innovative teaching methods.*
4. *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school-site.*
5. *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
6. *Provide vigorous completion within the public school system to stimulate continual improvements in all public schools.*

(Education Code Section 47601.)

The Charter Schools Act, Education Code Section 47600, *et seq.*, requires each charter school to have a charter that provides a reasonably comprehensive description of the required elements of Education Code Section 47605(c)(5). The following charter meets this requirement.



## AFFIRMATIONS & DECLARATION

As the authorized lead petitioners, we, Arsine Shirvanian and Maro Yacoubian, hereby certify that the information submitted in this petition for a California public charter school to be named Melkonian High School, to be located within the boundaries of the Pasadena Unified School 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 awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Pasadena Unified School District declares that it shall be deemed the exclusive public school employer of the employees of Melkonian High School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.



- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. 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. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.



- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



## A. What is in a Name?

### School Name

Melkonian High School is named after two brothers, Garabed and Krikor Melkonian, who spared no expense to empower and support youth globally. The Melkonian brothers supported several international universities, invested in binding books, establishing libraries and supporting under-privileged youth all over the world.

In 1926, Krikor and Garabed Melkonian created an orphanage in Cyprus to serve orphaned children in the aftermath of the Armenian Genocide. The orphanage eventually became an educational hub called Melkonian Education Institute (M.E.I), where Armenian leaders, educators, writers and creators were groomed. Over the Years M.E.I became the beacon of Armenian education, globally attracting students from all corners of the world.

The Melkonian brothers are the quintessential human beings who embodied the qualities we would like our graduates to be engrained with as they cultivate their lives and find their path. Both brothers loved their fellow humans, cared about the global community, had the vision to groom the future global leaders, had compassion towards others, and dedicated their lives to make the world a better place. They are our role models of what it means to be culturally responsive, empathetic, and wholehearted just as other prominent individuals who have risen to lead and serve community such as Cesar Chavez and Dr. Martin Luther King Jr. They represent the *renaissance individuals and global citizens* we want our students to become.

### School Mascot



The MHS mascot is composed of **Eagle wings** embedded within a **Shield**.

Eagles are a symbol of *vision, great strength, and leadership*. It represents *hope, honesty, and truth*.

The Eagle brings the message of *renewed life* because it is associated with the east winds – the direction of spring, dawn and rebirth. Not only does the Eagle signal new beginning, it provides one with the *resilience* to wither through challenges with grit. It brings a sense of *courage* and a *desire to explore and grow*.

The Shield symbolizes *commitment, protection, safety, and loyalty*. The color blue symbolizes *wisdom, peace, creativity, trust, tranquility and intelligence*. Together, the Eagle holding its shield embody all the values and character traits which are embedded in our Charter School's mission, vision, and core values.



---

## ELEMENT ONE

---

### Element 1 – The Educational Program

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

#### A. General Information

General Information	
The contact person for Charter School is:	Maro Yacoubian and Arsine Shirvanian
The contact address for the Charter School is:	1431 North Lake Avenue. Pasadena, CA 91104
The proposed address or ZIP Code of the target community to be served by Charter School is:	Pasadena and neighboring districts
The location is:	PUSD
The grade configuration of Charter School is:	9-12
The number of students in the first year will be:	250
The grade levels of the students in the first year will be:	9-12
The scheduled opening date of Charter School is:	August 17, 2020 (PUSD Calendar)
The enrollment capacity is (enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency):	450 for this charter term
The types of instructional calendar:	Traditional single track
The bell schedule for Charter School will be:	Regular Daily Schedule: 8:30am – 3:30pm
The term of this Charter shall be from:	July 1, 2020 – June 30, 2025



**B. Community Need for a District Dependent Charter School**

Pasadena (and the greater Los Angeles area) is a diverse community that celebrates its multi-ethnic and multi-cultural identity. In order to reflect the needs of its constituents, there is a demand to offer school programs which emphasize dual language acquisition. Since its inception in America, beginning with Florida in the early 1960s, dual language immersion programs have produced extraordinary outcomes for districts throughout the nation. PUSD currently offers dual language immersion programs for various grade levels as displayed in the chart below.

**Dual Language Immersion is offered at these elementary and secondary schools:**



The community at large in Pasadena would like to partner with PUSD to create MHS in order to offer an Armenian bilingual high school with a global approach through an International Baccalaureate (IB) Program, thereby expanding PUSD’s bilingual and bi-literacy offerings.

While PUSD offers dual immersion programs in secondary and primary settings and an IB program, MHS will extend these offerings by creating the first Armenian bilingual IB high school with an opportunity to choose a third language (e.g., French, Spanish, etc.) as an elective to attain its global vision. This creates a distinct advantage for PUSD to offer a unique platform to the community with potential for expansion to other district secondary schools.

MHS will provide an opportunity for families seeking multilingual programs in a community where high-quality educational options are in high demand in order to meet the needs of every student. This program will allow students to gain academic excellence while promoting informed cultural attitudes and behaviors by advancing bilingualism and biliteracy. The central aim of the program will be cultivating global citizens who are well-prepared to live and thrive in the international community as they become empathetic global leaders.



MHS's dynamic approach emphasizes the importance of the development of each learner as a well-rounded renaissance individual through:

- A hands-on-learning, constructivist curriculum that allows students to develop mastery of the standards and applied skill
- A focus on bi-literacy and bilingualism
- Experiential education
- Individualized attention and personalized approach
- Small classroom sizes (25 or fewer in each course)
- A safe and supportive community
- Strong family engagement
- Community partnerships
- Encouragement of creativity and collaboration
- Development of a climate of possibility

This educational approach will enable students to:

1. Understand and appreciate their own cultures and to respect the diversity of others (Cultural).
2. Become active and compassionate citizens (Social).
3. Become economically responsible and independent individuals (Economic).
4. Engage with the world within them as well as the world around them (Personal).
5. Become future global leaders, independent critical thinkers

#### 1. [How MHS Will Meet Community Need](#)

MHS will meet the community need by creating PUSD's first Armenian bilingual program. This program will encourage constituents to remain in the District and encourage the growth of student enrollment.

MHS will offer mandatory Language Arts courses in Armenian, in addition to other A-G course offerings, and work-based learning opportunities.

#### 2. [Surrounding Schools](#)

Surrounding schools include local PUSD schools and a plethora of private and independent schools. However, none of these schools offer a mandatory bilingual program in Armenian nor the option of a third language. MHS will be the first local school to offer courses in several other languages aside from Armenian and English.

### C. [Student Population to Be Served](#)

#### 1. [Target Student Population](#)

Our extensive and ongoing recruiting efforts will target several neighborhoods in Pasadena and the greater Los Angeles area. Once the Charter School's facility location is confirmed, we will conduct a more

concentrated effort in the direct neighborhood where the Charter School will locate. MHS will conduct outreach events during community-wide events, fundraisers, at local sites and on the school site, once the Charter School confirms its facilities. On the school site we will invite all stakeholders for open house events, school tours, and launch events.

MHS expects to receive most of its students from local and neighboring communities who value bilingual as well as global language acquisition. Examples of such communities include: Pasadena, Arcadia, Duarte, Montebello, Glendale, Burbank, Hollywood, La Cañada, La Crescenta, North Hollywood, San Gabriel, Alhambra, etc.

MHS will serve grades 9-12, full scale, beginning from its first school year of 2020-2021 and add middle school grade levels in subsequent years as determined by District partnership.

MHS is a school designed to meet the needs of all learners – regardless of socioeconomic level, home language, ethnicity, or school readiness. We strongly believe that every student must receive a quality education, therefore our educational program is built to address the unique needs of our entire community or learns who have various intelligences and learning styles.

2. Enrollment Plan

MHS will serve students in grades 9-12. In its first year, we will serve 250 students and grow by approximately 50 students each year thereafter, for the first charter term. MHS’s projected enrollment is as follows:

Year	2020-21	2021-22	2022-23	2023-24	2024-25
9 <sup>th</sup> Grade	63	75	88	100	113
10 <sup>th</sup> Grade	63	75	88	100	113
11 <sup>th</sup> Grade	62	75	87	100	112
12 <sup>th</sup> Grade	62	75	87	100	112
<b>TOTAL</b>	<b>250</b>	<b>300</b>	<b>350</b>	<b>400</b>	<b>450</b>

The above table is a projection only and shall not be interpreted to limit enrollment at the Charter School.

The following is a summary of our planning elements and timeline to accomplish the goals:

Elements	October - December	January - March	April - June	July - August
<b>ACADEMICS (DAILY INSTRUCTIONAL PROGRAM)</b>	Develop school charter	Make appropriate changes based on feedback  Submit Charter	Finalize curriculum and program and secure necessary materials/resources	Create Professional development Agendas to prepare teachers and staff
<b>SCHOOL OPERATIONS &amp; POLICIES</b>	Create drafts for handbooks	Conduct revisions as necessary	Finalize handbooks	Develop appropriate communications for families, students and team
<b>TEAM (RECRUITMENT &amp; CULTURE)</b>	Conduct outreach and forums	More community outreach	Interviews Offer contracts Finalize offer letters	Offer professional development and team building
<b>STUDENTS &amp; FAMILIES (RECRUITMENT &amp; CULTURE)</b>	Prepare for the submission of the charter	Inform the community about the Charter School and its program upon finalization of the Charter.	Create schedules  Founding Family Enrollment events  Registration and Enrollment	Orientation for families and students
<b>OPERATIONS &amp; FACILITIES &amp; FINANCE</b>	Research locations Develop draft of budget	Work with District to determine needs and possibilities	Continue to work with Board	Facilities walkthrough for safety  Make improvements and installations Acquire the necessary resource
<b>FUNDRAISING</b>	Research	Build relationships	Continue to inquire, apply and build relationships	Plan the events for the school year
<b>BOARD</b>	Meet	Follow-up	Build and maintain relationships	Work collaboratively to open school doors



## D. Goals and Philosophy

Imagine a high school where students are excited to learn and create, encouraged to discover their elements, feel inspired, are safe, and belong to a caring community. Somewhere where learners become active producers and critical consumers whilst preparing for their future. A positive school environment where our youth cultivate their understanding of their identity as they develop 21<sup>st</sup> century skills through the lens of curiosity, creativity and growth mindset. Where we will plant the seeds of love of language, culture, and identity as students become global citizens.

Welcome to Melkonian High School, where the future is yours.

### 1. Mission and Vision

#### **Mission**

*To foster meaningful holistic individual growth in learners as they prepare for their lives in a supportive, challenging, collaborative and wholehearted academic environment where students cultivate and celebrate their diverse identities as they discover their elements.*

#### **Vision**

*To equip learners with the 21<sup>st</sup> century skills and knowledge they need to design their lives, know themselves, discover their elements, and constructively engage with the world by embracing compassion, curiosity, creativity and growth mindset as they become global citizens.*

### 2. Characteristics of An Educated Person in the 21<sup>st</sup> Century

*“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” - John Dewey*

We believe than an educated person in the 21<sup>st</sup> century is one who possesses both Intellectual and Social Intelligence with the interest, compassion and capability of contributing positively to the transformation of our world by becoming renaissance individuals and global citizens. Though John Dewey’s contention was made about a century ago, the sentiment rings true in all times. The time has come for us to reframe the paradigms in education to meet the needs of 21<sup>st</sup> century learners. We must redefine, reimagine, and redesign teaching and education based on students’ needs for their time. We must meet the future by offering educational experiences and exposure that fits the ever-changing skills-based economy. The skills published by the world economic forum give us a clear understanding of what will be demanded of our students when they enter the ‘real world’. <sup>1</sup>

<b>Most In-Demand Skills of 2015</b>	<b>Most In-Demand Skills of 2020</b>
1. Complex Problem Solving	1. Complex Problem Solving (same)
2. Coordination with Others	2. Critical Thinking (+2 spots)
3. People Management	3. Creativity (+7 spots)
4. Critical Thinking	4. People Management (-1 spot)
5. Negotiation	5. Coordinating with Others (-3 spots)
6. Quality Control	<b>6. Emotional Intelligence (new)</b>
7. Service Orientation	7. Judgement & Decision Making (+1 spot)
8. Judgement & Decision Making	8. Service Orientation (-1 spot)
9. Active Listening	9. Negotiation (-4 spots)
10. Creativity	<b>10. Cognitive Flexibility (new)</b>

<sup>1</sup> Future of Jobs Report, World Economic Forum. [www.weforumn.org/agenda](http://www.weforumn.org/agenda)

Given that we do not know over seventy percent of the careers of tomorrow, we will give our students the skills and tools they need to maneuver and be successful in the ever so changing global economy. The current paradigm focuses on a factory line view of education, an industrial model, the future is in divergent thinking, where we wake up what students hold within themselves and reconsider capacity and light a fire for learning. Such that our students see several ways to interpret a question, see several possible answers, to think laterally not just linearly or convergent. In that way, by developing these 21<sup>st</sup> skills they will be successful no matter what route they may choose to take in life. Our students will be the problem solvers, the critical thinkers and innovators.<sup>2</sup>

The Goal of MHS is that every student who graduates will be instilled with a love of learning, be exposed to engaging and meaningful experiential learning opportunities, possess the necessary knowledge and skills, become effective utilizers of technology, and inherit the habits of thinking necessary to succeed and contribute in the 21<sup>st</sup> century global environment as they find their own path.

As an educated person in the 21<sup>st</sup> century, MHS Students will develop the following ways:

- Culturally: Understand and appreciate their own cultures and to respect the diversity of others
- Socially: Become active and compassionate citizens
- Economically: Become economically responsible and independent individuals
- Personally: Engage with the world within them as well as the world around them

Guiding Principles for 21<sup>st</sup> Century Learning (Themes: Literacy, Competency, Character)

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Collaboration & Leadership
- Cultural, Global, & Environmental Awareness
- Communication
- Literacy
- Well-rounded & Healthy
- Lifelong learning, Self-direction and Personal Management

As a result, MHS graduates will be prepared for college, career and life.

### 3. How Learning Best Occurs

MHS believes that learning best occurs where:

- There is a cultivation for the love for learning
- Students' physiological needs are met<sup>3</sup>

---

<sup>2</sup> Robinson, Ken, and Lou Aronica. *The Element: How Finding Your Passion Changes Everything*. New York: Penguin Group USA, 2009. Print.

<sup>3</sup> Immordino-Yang, Mary Helen, Linda Darling-Hammond, and Christina Krone. "The Brain Basis for Integrated Social, Emotional, and Academic Development: How Emotions and Social Relationships Drive Learning." *Aspen Institute* (2018).

- Students have a sense of belonging
- High expectations are integrated with high support for student achievement
- Learning and teaching are individualized
- Students are exposed to comparative studies inter-disciplinary
- Students have global exposure and understanding of various perspectives
- There is cultural responsiveness
- Clear and consistent protocols are created and revised as needed
- Growth mindset, risk-taking, and creativity are encouraged and supported
- There is transparent communication
- Opportunities for collaboration are created and supported.
- Mistakes are viewed as learning opportunities for constructive feedback and guidance
- Scaffolding is employed to provide an ongoing guide to students or analytical creativity and thinking
- There is differentiated instruction
- Appropriate instructional methods to support every individual learner in their development
- Student dialogue and engagement are key to master
- Various strategies are utilized to build understanding and proficiency
- Learning experiences are connected to real world applications, authentic, relevant, personalized and experiential.
- All learners are actively engaged and provided opportunities to know themselves and discover their elements
- Assessment is an ongoing activity that allows timely and appropriate feedback to improve performance
- Problem solving and creative thinking are core to the instructional program
- Mastery of basic skills is addressed to establish a base for higher level thinking
- All members of the community are acknowledged as learners
- Ongoing reflection is an integral part of the learning experience
- The campus is safe, well maintained and clean
- There is a climate of possibility
- Learning is celebrated
- The team is well equipped to prepare our students for the challenges of an ever-evolving global society and economy.

These qualities will allow each student to discover who they are, grow, and prepare for their future.

#### 4. Goals For Enabling Pupils To Become and Remain Self-Motivated, Competent, and Lifelong Learners

The vision and mission of MHS are built on the pillars of developing self-motivated, competent, and lifelong learners. The aim of the program is to support the development of renaissance individuals who are prepared to take on their roles in a global society. Built upon the skills defined in the state standards, the learning experiences are designed to foster leaders and active problem solvers who have a love for learning. The program will provide students with the exposure and experience necessary to find their elements and be empowered to be the change they want to see in the world, be of service, and give



back to the global community. The following core values will embed our students with the character and skills to do so:

1. Compassion
2. Critical Thinking
3. Giving
4. Independence
5. Innovation
6. Knowledge
7. Resilience
8. Respect
9. Responsibility
10. Voice

#### E. Instructional Design

*“Looking at the past must only be a means of understanding more clearly what and who they are so that they can more wisely build the future...” – Paulo Freire*

In order to encourage the highest achievement of every student learner, each subject area, course, and/or program will follow the academic standards as defined by the state standards embraced by the State of California, including but not limited to the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), English Language Development (“ELD”) Standards, History-Social Science Content Framework, and the remaining State Content Standards and frameworks (hereinafter, collectively “State Standards”). To encourage the highest achievement of every student, each subject area, course, and/or program will follow the academic standards as defined by the State Standards. These State Standards will provide a consistent, clear understanding of what students are expected to learn. The State Standards are designed to be robust and relevant to the real world, which reflects the knowledge and skills that young people need for success in college and careers in the twenty-first century. Textbooks to be used at MHS will be state and District approved, aligned to the State Standards, and augmented with digital components where available and appropriate where available and appropriate. In addition, any elective programs, which include and are not limited to Arts, Media, Entertainment, Entrepreneurship, Theatre, Dance, Manufacturing, Product Development, and Fashion and Design, will also align to the respective State Standards applicable for those courses and programs.

MHS will apply the knowledge and skills needed to be aligned with the State Standards. Students will apply learning outcomes to real world situations, using critical thinking, creativity, communication, collaboration, the utilization of technology, and research.

Classrooms will display essential questions, the agenda, standards, and the Expected Student Learning Outcomes (“SLO”). Student work will be exhibited in the classroom and may also be found on individual classroom websites. Engagement in learning will be seen in class presentations and projects. In the use of project-based learning, observers can see a variety of activities such as see-think-wonder, think-pair-share, numbered heads together, fishbowls, Socratic seminars, whole-class discussions, and cooperative and intentional groupings. Through these techniques, teachers will address the school goals for collaborative and cooperative learning, critical and creative thinking, and the development of communication skills.



We will create a school library media center program that facilitates access to peer-reviewed curricula, information and educational materials found on MHS's website and the District's databases. The center will serve as a hub for integrated learning. Before students can effectively use information, they must be able to comprehend what they are reading, viewing and hearing. Students will learn to inquire, think critically and build knowledge integrating new technologies through blended and project-based learning. Staff will collaborate with content-area teachers, specialists and other colleagues to teach information and digital literacy. The school library program will be essential to developing 21st century skills that help students with lifelong learning. Information and digital literacy will enable students to function in a knowledge-based economy and technologically oriented society. Our school library program will serve as a transformational element to learning, making information and information sharing a priority for both students and teachers.

MHS will include a Professional Learning Community ("PLC") for specialized learning pedagogy. The PLC will take place, as needed, during the weekly PD sessions scheduled on Friday Focus days. The PLC will use collaborative, writing intensive, thematically taught, interdisciplinary, project-based learning to prepare students for the rigor of post-secondary education. The PLC will combine the arts with various core classes in a project-based learning environment. The collaborative planning and project create activities learning opportunity where students see the interconnectedness of all disciplines. Students will engage in real-world problem solving, project-based learning as they develop skills necessary to become part of competitive global workforce.

Technology empowers students to use the Internet to make global connections through the use of interactive online classrooms. The application of technology will magnify the interests of students and meet the challenges of a global society.

All students will have access to a rigorous curriculum through a variety of course levels and programs that are tailored to meet their needs, learning styles, and interests. Students may enroll in academically enriched, honors and Advanced Placement classes in the following departments: English, Social Science, Science, Math, World Languages and Cultures, and the Visual and Performing Arts. No student will be denied access to any class; the counseling office will provide parents/families and students with guidance regarding prerequisites for college and university and standards for success. In order to meet the needs of promising underachieving students, an academically enriched program will be applied. This academically enriched program is designed to help students transition from regular classes into Honors and AP courses.

MHS will adhere to PUSD Special Education guidelines to meet the needs of all children. MHS will offer a variety of programs and services that adapt content, teaching methodology, and delivery of instruction to meet the individual needs of each child. MHS' students with an active individualized education programs ("IEPs") will have access to rigorous curriculum by being mainstreamed into regular classes with inclusive practices or by taking part in Special Education classes designed to tailor the curriculum to their learning style.

All students at MHS will have access to the Charter School's entire program. Students will be provided with information and support services tailored to meet their individual post-secondary plans. Counselors and support staff will meet individually with all ninth-grade students to create an Individual Graduation Plan ("IGP"). They will continue to regularly monitor students' progress throughout their time at the Charter

School to ensure that when they graduate, they will have the required skills and credits to pursue their post-secondary plans.

The Community Outreach Committee will direct outreach to prospective ninth graders at possible feeder schools to inform students of our many and varied academic and vocational programs. Parents and student leaders will conduct tours during the fall, winter and spring. Before school starts, incoming students and their parents will go through orientation to learn about academics, clubs, and athletics/sports opportunities available at MHS.

During the summer prior to entering ninth grade, freshmen will be offered a “Summer Bridge” that prepares them for smooth transition and academic success at our school. Students will be introduced to MHS culture and programs as well as school-wide expectations, including the Charter School’s policies on attendance and discipline.

Preparation for post-secondary education will include scheduling students into appropriately challenging academic classes. All students will be enrolled in A-G classes to prepare for post-secondary education. Students will be on track to complete their A-G courses in four years.

At the beginning of every semester, teachers will provide students and families with a course syllabus describing course requirements and expectations for an overview of how specific classes will relate to their academic goals, skills, and interests.

Ninth graders will be introduced to the library resources through their College and Career Readiness seminar series in addition to the freshman “Summer Bridge” offered during the summer. All students will be given equal opportunity to utilize online College Preparatory software (Naviance) to explore career interests and academic options.

The College Office will provide information to students and parents about a full range of career and educational options. The College Office will coordinate visits from college representatives who meet with students to inform them of their college’s programs. The College Office will also hold meetings for parents to discuss the various college options as well as concerns such as college applications, SAT and ACT tests, scholarships, and educational loans. In addition to the College Office, the advisors will provide students with links to websites that contain information and guidance on educational and career pathways.

Students will reflect on their goals and growth through Student-Led Conferences, and families will join hands with the teachers to support the student in their self-reflection and support them accordingly toward the achievement of their goals.

Each semester, as a part of their finals, students will feature their projects at the Exhibition of Learning both on an individual level and collaboratively in each classroom. All stakeholders, community members, partners and various industry professionals will be invited to the event. In addition to celebrating their work as a community, students will receive opportunities for internships, community service learning, job-shadowing, and career options.

Career-related post-secondary connections will be made through tours and speakers working in the industry and local/national/global colleges students are interested in.

Communication between stakeholders is critical for maintaining and monitoring student progress. Frequent phone calls and emails will be sent to our families concerning student performance. Student-Led Conferences, Exhibition of Learning and Back-to-School Night offer parents, teachers, and administrators the opportunity to explore student achievement and progress. Parents can easily communicate with teachers, counselors, and administrators through conferences, phone calls, emails, and school website throughout the year. All of our educational staff will use an online grading program. The use of these programs facilitates parent-teacher-student communication regarding academic progress. It also provides an accurate day to day picture of a student's grade available to both student and parent upon login.

Teachers maintain individual websites and/or online classrooms to conduct instruction and to communicate with students and families where they post assignments, the daily agenda, homework, and grades. This also allows students to keep up with the instruction and assignments when absent. Research supports the efficacy of this pedagogy, and as class sizes increase, more teachers find website development helps address the needs of all students.

MHS will work diligently in maintaining Internet and technology resources for all students in order to expand learning into the global community.

Students in need of additional support will have opportunities to access the curriculum through one-to-one assistance from teachers during teachers' office hours. Programs at MHS will include assistance from faculty.

#### Innovative Components of the Instructional Program

In order to meet our school mission and vision to best equip our students for the 21<sup>st</sup> century, we will offer the following innovative programs.



MHS Program	Description
<i>International Baccalaureate</i>	The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The Charter School will work closely with the District to ensure that an IB program can be offered to students at MHS, consistent with the offerings at other district schools. (See <a href="https://www.pusd.us/domain/100.">https://www.pusd.us/domain/100.</a> )
<i>Entrepreneurship</i>	Learners will have opportunities to hone their skills and equip themselves with the skills and knowledge to become entrepreneurs through practice thereof.
<i>Immersion</i>	There will be an intense one week period prior to the start of the second semester where learners are fully immersed in rich and challenging learning experiences through hands-on, exploratory and inquiry-based methods that spark passion. Each student will select from a variety of offerings annually based on their interests.
<i>Global Liaisons</i>	The Charter School will instill learners with experiences that will contribute to their development as responsible, compassionate, and connected global citizens by conducting service-learning projects. Students will graduate with Global Scholar Distinction.
<i>Internship/Externship/Shadow (IES)</i>	The Charter School will provide direct exposure and experience with industry level professionals.
<i>Alumni Mentorship:</i>	MHS will seek opportunities to connect MHS students to alumni who are practicing in fields aligned to the students' career interest. Mentors will help students navigate their college/career choices and provide shadowing opportunities where students will gain insight about the life of a college student in that particular field.
<i>Innovation Lab (i.e. Maker-space/ FabLab)</i>	Learners enroll in passion-based courses where they can create and innovate. Graduate with Innovative Scholar Distinction.
<i>Genius Hour</i>	Opportunities will be provided for students to explore their own passions and creativity on their learning journey. Students will be given the opportunity to choose what they learn during a set period of time during school.
<i>Life Preparation</i>	The Charter School will offer a variety of workshop series to prepare for life (e.g. personal finance, preparing resume, interview simulations).
<i>Voki Scholar</i>	This is a program for learners who make outstanding contributions to Armenia/Diaspora. Students will graduate with Voki Scholar Distinction.
<i>Innovative Scholar Distinction</i>	This is a program for learners who make innovation in any given field of study by publishing a college-level thesis.
<i>Information Technology Enrichment</i>	Students will have opportunities to divulge in the world of IT
<i>Contemporary Visual and Performing Arts</i>	Students will take part in Visual and Performing Arts ("VAPA") offerings to create contemporary interpretations of movement and the performance arts.
<i>Athletics/Sports:</i>	Students will participate in various offerings to develop good health and self care practices for life



## 1. International Baccalaureate

What will IB look like at MHS?

MHS intends to work with PUSD, which currently operates schools with IB programs, to ensure that MHS becomes authorized to offer IB programs to its students. MHS will have two different International Baccalaureate programs, the Diploma Program and the Career-related Program. As an IB school, our students will learn to be critical thinkers with a global perspective. Our MHS community will be guided by the characteristics of IB Learners: caring, risk-takers, balanced, reflective, inquirers, knowledgeable, thinkers, communicators, principled and open-minded.

### **Grades 9-10**

We will follow state standards for our curriculum, and add the IB focus on inquiry, action and reflection in instruction. Project based student inquiry lessons emphasize integrating learning across all subjects. IB is holistic in nature and aims to engage students in their own education and learning process.

Our IB students

- become internationally-minded
- explore human creativity and ingenuity
- learn through real world experience
- reflect on their learning
- develop empathy and community involvement

To accomplish this, our IB students

- learn a world language, Armenian
- study the arts (visual art, voice, instrumental music) and technology
- perform community service
- participate in an annual class project
- undertake a long-term personal project (10th grade Personal Project)

### **Grades 11-12**

The IB Diploma Program (IBDP) will be a rigorous program for the junior and senior years at MHS. This is an optional course of study for students seeking a stimulating and academically challenging program, and students must have completed the prerequisite classes to enter the IB courses.

Students

- study all six subject areas
- three as higher level (two-year) IB courses
- three as standard (one-year) IB courses
- take a Theory of Knowledge class
- perform 150 hours of community service
- independently research and write a 4000 word Extended Essay
- Students may choose to instead take individual IB courses and earn Certificates.



As stated above, MHS will work with the District and ensure the Charter School attains the necessary authorization to offer the IB Career-related Programme (IBCP). This will combine IB Diploma classes with career-related studies, including a hands-on internship type experience.

## 2. Curriculum and Instruction

All curriculum and instruction will meet the State Standards. The curriculum will include courses and hours that will meet the University of California/California State University A- G requirements. All students will be required to successfully complete 220 credits for graduation.

Teachers will utilize Understanding by Design, Design Thinking and Universal Design for Learning to conduct backwards planning of curriculum and the formation of essential questions to guide the core curriculum. Elective courses for credit and access to community college classes via concurrent enrollment will provide students a comprehensive and authentic college preparatory learning experience. A comprehensive intervention program, based on the Response to Intervention (“RtI”) model, will help close the achievement gap and supports students who are struggling to achieve.

As a small school anticipated to have fewer than 500 students at capacity, the array of courses is not broad, yet the depth and complexity of learning is designed to provide a rigorous college- and career-preparatory curriculum in which each and every student can complete A-G requirements and enroll in the post-secondary school, technical program, or career of their choice.

### **English Language Arts (“ELA”) (4 years required)**

All ELA courses will be aligned to the State Standards for ELA, with a focus on skills development and content knowledge in and through reading, writing, speaking and listening. Students engage in a systematic exploration of literature with an emphasis on comprehension and response/analysis. Students learn to closely read and analyze critical works of literature and an array of nonfiction text in a print and digital world. Students practice critical and innovative thinking, problem solving, and flexibility and adaptability both in ELA and across the curriculum, with literacy embedded in all subjects and intensively in project work.

Teachers rely on the State Standards in ELA along with the 2014 English Language Arts/English Language Development Framework as well as the National Council of Teachers of English (“NCTE”) standards. The literacy program emphasizes reading fluency, comprehension, writing for varied audiences and purposes, a love of literature, and a deep understanding of the significance of reading and writing to the goals of learning, working, and living well.

At all grade levels, reading novels and literature representing other genres are used to draw out the English Language Arts content standards in Reading and other ELA areas. California’s Recommended Literature, Pre-Kindergarten Through Grade Twelve is the basis for most literature selections. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the workplace. Practice in these forms is scaffolded to accommodate learners at different skill levels, including English Learners (“ELs”).



A primary goal in developing lifelong learners and student success in college and career is helping students acquire a true love of reading – we want our students to view reading for pleasure and knowledge acquisition as important aspects of developing intellectual virtues. The ELA curriculum also emphasizes students’ ability to communicate expressively and purposefully, integrating knowledge and ideas of complexity in a cohesive fashion.

For struggling readers, low-achieving students and English Learners, scaffolding and designated and integrated ELD strategies (such as explicit teaching of vocabulary and teacher modeling of scientific methodology) are necessary to promote English acquisition and content acquisition. The use of experiments and real-world environments give these students the chance to learn using kinesthetic and visual modalities, rather than merely auditory, in order to appeal to various learning styles and intelligences. Auditory presentations of primary source material, graphic organizers, laboratory opportunities, hands-on activities, manipulatives, models, scientific drawings and diagrams, and classroom pairings are examples of strategies that offer support to students. Differentiated instruction, based on the specific needs of students, is also employed. Modifications to pacing, offering more accessible language/texts, developing self-guided learning for advanced students, and student/teacher conferences are among differentiation strategies that are used. Conversation with and among classmates build communication skills and familiarity with English in addition to promoting content-specific knowledge.

To accommodate struggling readers, materials from various programs such as Edmentum will also be used to provide grade level content at lower reading levels.

### **English 9 (Year-Long)**

English 9 covers the CCSS ELA standards for 9th grade, and build upon students’ skills in writing, reading, comprehension and communication. The course lays a foundation for critical reading and analytical writing skills. Students examine many aspects of English literature, including novels, plays, poetry, graphic novels, expository pieces and musical lyrics. Throughout the year, students produce pieces of narrative writing (including reflective pieces), informative/explanatory and argumentative (persuasive). To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core State Standards. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles.

### **Honors English 9 (Year-Long)**

This course covers literature study, reading, writing and language. Students explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading



materials. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations and to fine-tune their listening skills. Identification of students suited for taking this honors level course is determined by student performance data and recommendation.

English 9/10 Intensive Labs (Year-Long, twice each week, rotating with Math Intensive Labs and Advisory)

In recognition of the fact that students arrive several grade levels behind, while others are ready for advanced challenge, we may have a daily Intensive Lab: two days a week in ELA, two days a week in Math, with a fifth day for Advisory. During these Intensives, students are grouped by ability and not grade level, in order to receive small group instruction and one-on-one support, remedial skills development (including interactive, online programs for remediation and practice), and targeted interventions. Teachers are trained on how to leverage online curriculum and assessment programs and how to read and interpret student performance data so that they can provide individualized instruction on elements of math that need to be re-taught or reinforced. Students in grades 11-12 who require similar intensive intervention/remediation are referred to similar intensive labs during elective periods.

The intensive course is differentiated; thus, grade level or advanced students focus on more advanced skills and materials in a writing lab, which is divided into two sections. The first begins with analytical writing skills by building early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. The second section focuses on creating writing. This section explores short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

### **English 10 (Year-Long)**

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.



### **Honors English 10 (Year-Long)**

This course offers a balanced curriculum that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, Shakespearean and modern drama, and contemporary novels. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Throughout both semesters, students build active reading strategies as they question, predict, clarify, and evaluate events and ideas presented in text.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. Students compose using the writing process. Grammar review and vocabulary development are included in every unit. Acceptance into Honors English 10 is based on the prior year's performance and recommendation of instructor.

### **English 10/11 – Language and Composition (Year-Long)**

English 10/11 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage in a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. Students build their writing and speaking skills in journal responses, discussions, frequent free-response exercises, and essays or presentations, learning to communicate clearly and credibly in the narrative, argumentative, and explanatory styles. Students will follow their curiosity and creativity to use and respect the power of language and grow as effective communicators. The direction of study is directly aligned with Common Core State Standards, designed to make students career and college ready.

### **English 11 – American Literature (Year-Long)**

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general studies in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills. Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.



Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note taking and study skills.

### **AP English 11 – English Language and Composition (Year-Long)**

In AP English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. Students explore the richness of language, including syntax, imitation, word choice, and tone. They also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition.

### **English 12 - British and World Literature (Year-Long)**

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note taking and study skills.

### **AP English 12 – English Literature and Composition (Year-Long)**

AP English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition.

### **ENGLISH LANGUAGE DEVELOPMENT (“ELD”)**

Designated and Integrated ELD classes are provided for all English Learners. Designated ELD instruction is driven by the CA ELD standards and the Key Features of Designated ELD. These classes provide targeted language instruction with an aim to improve the English listening, speaking, reading and writing skills of



English Learner students. Integrated ELD utilizes content standards and CA ELD Standards in tandem while also following the Key Features of Integrated ELD to support English Learners in acquiring the language of each content area.

Our ELD program implements both the California ELD Standards and the English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework). Our ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary 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. (ELA/ELD Framework p. 9-10)

We will utilize designated and integrated ELD for lesson plan development and deliver the instruction using integrated and designated ELD. We facilitate the English development and mastery of our English Learners through direct instruction, collaboration with content teachers and communication with parents. English Learners gain progress in each of the following: listening, speaking, reading and writing. We manage students' progress by reviewing grades, communicating with teachers, and sending updates to parents and family members. A detailed description of our plan to serve English Learners is included below.

### **MATHEMATICS (3 YEARS REQUIRED)**

The math courses are aligned with the CCSS for Mathematics and the 2013 CA Mathematics Frameworks. Throughout the progression of mathematics courses, students acquire the necessary knowledge and skills to prepare them for college and careers. Math courses develop quantitative and critical thinking skills through a combination of direct skills instruction, daily skills practice, activities to develop conceptual understanding and, at times, applications to real-world scenarios. Instruction incorporates context-based activities that help students “discover” underlying concepts. Textbooks are at the core of instruction, though learning activities are varied to provide a balance of skills practice and more complex problem solving. Complex problem solving typically involves application of math concepts in real life-type problem contexts involving more steps to complete. Often, they will require the use of more than

one math skill. These activities may also be used to provide performance-based assessments as a supplemental measure of student understanding.

The curriculum challenges students to explore open-ended situations actively, in a way that resembles the inquiry method used by mathematicians and scientists in their work. Students routinely experiment with examples, look for and articulate patterns, make, test and prove conjectures, and make connections among mathematical ideas. MHS balances instruction to develop conceptual understanding and real-world application with sufficient practice of algorithms that many students need to gain real mathematical competence. Throughout their engagement with the subject matter of mathematics, students are encouraged to wonder, think creatively, and ask questions about the “hows” and “whys” at the heart of this important discipline.

The Charter School is considering using the College Preparatory Mathematics (“CPM”) curriculum. CPM has a new edition aligned to Common Core State Standards. CPM is designed to foster long-term mathematical knowledge. The program is built around three fundamental principles informed by both theory and practice:

- Initial learning of a concept is best supported by discussions within cooperative learning groups guided by a knowledgeable teacher.
- Integration of knowledge is best supported by engagement of the learner with a wide array of problems around a core idea.
- Long-term retention and transfer of knowledge is best supported by spaced practice or spiraling.

Instead of being told a method or approach, students are asked to solve problems designed to develop the method. The problems are attacked both individually and as a group with ideas freely exchanged as students grapple with new ideas or extensions of old ideas with the teacher as the ultimate resource. The mathematics content is the same—students learn how to factor polynomials, for example—but they emerge from the CPM program with a deeper understanding of the topic and a better appreciation of where it fits into the whole structure of mathematics.

Clearly some skills need to be mastered and become automatic, but simply memorizing what to do in a specific situation without an understanding of the reasons why the method works too often leads to quick forgetting and no real long-term learning. CPM’s philosophy does not allow a scattershot approach to learning mathematics (the deservedly castigated “mile wide and inch deep” approach). Concepts need to be carefully organized so that the core ideas can be thoroughly acquired while relevant applications in related areas can be understood in terms of these core concepts. This is why a single year of a CPM textbook is organized around no more than seven core ideas and why some of these core ideas extend over more than one year, the idea of proportion being one example. Then each chapter addresses one of these ideas in depth, developing and reinforcing the others as necessary, but always in terms of a theme problem toward which the students are aiming. The book provides structured guidance during class time for the students to explore questions in study teams where they can work together and exploit each other’s insights to gain understanding. The teacher is always circulating through the classroom to monitor, guide, and intervene as necessary in the discussions so that students do not lead each other astray. CPM is not about having students reinvent wheels; it is about giving students the pieces and showing them a picture of a wheel so they can figure out how to put them together themselves.

Part of each night's homework is designed to reinforce the new ideas learned during class and the remaining questions are selected to recall and practice concepts and skills that were developed in previous lessons and chapters. Homework is essential for the internalization and reinforcement of ideas. Solving problems that are like those studied weeks or months before not only helps maintain the previous knowledge, it helps integrate the old knowledge with the new.

Students are placed in math courses based on placement and diagnostic tests given after admission and before the start of the school year. Students who demonstrate mastery in the Algebra 1 standards begin their coursework with Geometry. Based on student need, the Charter School may add additional higher-level math courses such as AP Statistics or AP Computer Science.

### **Algebra 1 (Year-Long)**

Algebra I develops students' command of linear, quadratic and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

### **Geometry (Year-Long)**

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

### **Math 9/10 Intensive Labs (Year-Long, twice each week, rotating with ELA Intensive Labs and Advisory)**

In recognition of the fact that some students may be several grade levels behind, while others are ready for advanced challenge, we may include a daily Intensive Lab: two days a week in ELA, two days a week in Math, with a fifth day for Advisory. During these Intensives, students are grouped by ability and not grade level, in order to receive small group instruction and one-on-one support, remedial skills development (including interactive, online programs for remediation and practice), and targeted interventions. Teachers are trained on how to leverage online curriculum and assessment programs and how to read and interpret student performance data so that they can provide individualized instruction on elements of math that need to be re-taught or reinforced.

The intensive course is differentiated; thus, grade level or advanced students focus on more advanced skills and materials in an algebra lab to work on individualized or small group problem-, project-, and career-based assignments. It also allows these students to take even "deeper dives" into co-curricular content and projects. In addition to supplementing and supporting classroom algebra instruction, this lab provides more opportunities for cross-curricular collaboration throughout the Charter School (e.g. algebraic connections to their biology studies), allowing students to draw more connections between

the content areas. Students throughout apply and develop their understanding of the world through the exploration of problems and scenarios to advance the skills and knowledge in multiple contents.

Students in grades 11-12 who require similar intensive intervention/remediation are referred to similar intensive labs during elective periods.

### **Algebra II (Year-Long)**

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

### **Precalculus (Year-Long)**

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Within each Pre-calculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Pre-calculus assessments include a computer-scored test and a scaffolded, teacher-scored test.

### **Calculus (Year-Long)**

The prerequisite of Calculus is Pre-Calculus with a grade of "C" or better for both semesters. This course is designed to introduce the students to the fundamental principles of differential calculus. Topics covered include detailed study of the first and second derivative of polynomial, algebraic, exponential, logarithmic, and trigonometric functions with applications to curve-tracing, maxima-minima related-rate problems, and the anti-derivative. The course will also include a thorough survey of trigonometry.

### **AP Calculus (Year-Long)**

The prerequisite of AP Calculus is Pre-Calculus with a grade of "C" or better for both semesters. This course is designed to provide an understanding of the topics covered in a first semester college calculus course. A good understanding of polynomial, logarithmic, exponential, and the six basic trigonometric functions are essential. The course of study is broadly divided into four topics: limits, continuity, derivatives, integrals, and applications. Active participation is integral to success in this course.

For our most advanced students who desire deeper learning and/or are ready for a more accelerated course sequence in math than our small school may be able to provide, we will research online courses and early-college partnerships that allow upper-class students (11th and 12th grades) in particular, to have a maximum number of options.

### **AP Statistics (Year-Long)**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns. Sampling and Experimentation: Planning and conducting a study. Anticipating Patterns: Exploring random phenomena using probability and simulation. Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. Students who successfully complete the course and AP examination with a score of 3 or better may receive credit and/or advanced placement for a one-semester introductory college statistics course.

### **LAB SCIENCE (3 YEARS REQUIRED)**

The scope and sequence and course descriptions are aligned to the Next Generation Science Standards. The science curriculum promotes wonder and curiosity about the natural world in its past and present forms. It provides students with an understanding of the scientific method from hypothesis through experiment and research to conclusion and train them in this method. This is done in part through ongoing opportunities for scientific inquiry, which are also opportunities for the “practice” of the full range of the 21<sup>st</sup> century skills. As with other parts of the curriculum, the emphasis is on genuine conceptual understanding of scientific principles and concepts (vs. mere memorization of scientific facts and formulas).

The science curriculum emphasizes hands-on learning and inquiry to tap into and cultivate students’ natural curiosity about the world around them. Students use the scientific method to investigate the physical, life, and earth sciences. Students learn to ask questions and teachers guide students in hands-on experimentation to find answers and solutions. The science program provides a developmental, inquiry-based curriculum to all students, giving special attention to those personal qualities required for successful inquiry (i.e., intellectual virtues).

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. Per the Common Core Literacy Standards, reading, writing, listening and speaking are stressed as central to all academic subjects for the obtaining and communicating of information.

In 9th grade, we offer biology. After 9th grade, students have choices in their science coursework. In alignment with A-G requirements, students are expected to complete at least two years of lab science over their high school years, though three years will be recommended. As with math, we explore online and early college options for our most advanced students to engage in deeper science learning.

Curricular resources that may be used include the state-approved SEP-UP curriculum, CCSS-aligned digital textbooks, and a host of free teacher and student interactive, quality resources:

- Resource Name
- Physics 200
- Jefferson Lab
- Math Bench Biology Modules
- Science, Optics & You
- Diagnoser Project
- Carnegie Mellon's Open Learning Initiative
- Scout: UC free courses
- Nat'l Center for Case Study Teaching in Science
- Smithsonian Science Education Center CK12
- Conceptual Physics (Year-Long)

### **Conceptual Physics (Year-Long)**

Conceptual Physics focuses on physics without the higher-level math required for an advanced course. In their study of mechanics and energy, students explore how and why objects move through lab investigations, simulations, and mathematical problem solving. In the second semester, students explore electricity and magnetism as they investigate the attractive and repulsive forces between charged objects, construct simple circuits, and discover the relationship between electric current and magnetic fields. The year ends with an introduction to electromagnetic waves. Throughout the course, students learn and apply mathematical formulas to better understand the physical environment.

### **Physical Science (Year-Long)**

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills. Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method.

### **Biology (Year-Long)**

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment. The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

### **Marine Biology (Year-Long)**

Marine Biology focuses on the physical properties of the ocean and the living things it contains with the use of observation, experimentation, and interactive class experiences that will broaden the student's knowledge and appreciation for the marine environment. In this class, students will be expected to engage in a variety of hands-on activities designed to not only help them learn the class material, but to also help them develop critical thinking skills along with their intellectual character. Students will be diving into a variety of topics that will help them understand the way the world works and their place in



it. These topics range from discussions about properties of water and the geography of the ocean floor to marine ecology and biodiversity. A main focus in this class will be for students to better learn how to analyze readings and draw logical conclusions from specific evidence. They will also focus on making connections between natural phenomena and observable patterns. In this class, curiosity will be greatly encouraged. Students will be given opportunities to develop curiosity about the world around them by, in some cases, simply asking “Why?” Science is all about trying to better understand, and the way we better understand is by observing, asking questions, and developing procedures to try to answer these questions. Another major component of science is being ok with being wrong. When your data doesn’t support your hypothesis, it is important to remember that this in and of itself, is not a bad thing. Being wrong simply allows us to reassess, develop a new hypothesis, and try again. Through this process, learners can try to better answer the questions we ask, which leads to discovery.

### **Chemistry (Year-Long)**

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology. The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

### **AP Biology (Year-Long)**

AP Biology is a rigorous class taught at the college level and is the equivalent of the first year of biology offered at major universities throughout the country. Students use college level textbooks, complete college level units, and explore the complex world of biology by performing college level labs. Based on the AP College Board curriculum framework, students come to understand the four “Big Ideas” in biological concepts. These ideas cover how evolution drives the diversity of life; biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain homeostasis; living systems store, retrieve, transmit and respond to information essential to life processes; and biological systems interact and these systems and their interactions possess complex properties.

### **AP Physics (Year-Long)**

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology. The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

### **HISTORY/SOCIAL SCIENCE (3 YEARS REQUIRED)**

Courses are aligned to the History/Social Science Standards, the History-Social Science Framework and incorporate the CCSS. The content also is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social science (1994).

School wide history/social science instruction are aimed at providing students with genuine historical understanding (vs. a collection of memorized facts or events) as well as the desire and background knowledge and skills necessary for deepening their historical knowledge in areas of personal interest. As such, it stresses the interconnected flow of historical events and figures, the relationships among the world's peoples, and humanity's interaction with the natural world. A global perspective is emphasized, taking care to protect and respect the diversity of the students' own worlds. Per the CCSS, reading, writing, listening and speaking are stressed as central to all academic subjects for the obtaining and communicating of information.

MHS anticipates using a variety of resources to inform the curriculum, the Teachers Curriculum Institute's social sciences resources for grades 9-12, the History Alive!, Government Alive!, and Economics Alive! Series and a combination of textbooks and primary/secondary documents as a holistic survey of the study of social science. This series is well-aligned to our emphasis on engaging, curiosity-inspiring curriculum with real world relevance for students. Its active approach also makes for ample opportunities for students to "practice" 21<sup>st</sup> century skills pertinent to the study and understanding of history. MHS extends reading and writing instruction in social sciences by examining primary sources, reading historic literature, conducting research, writing and presenting findings. Much of the grade level reading material is presented with scaffolds for comprehension, particularly primary source or other high-interest or high-authenticity materials that would otherwise be above students' comprehension levels. Social sciences also include instruction in expository writing.

There are a growing number of high-quality websites that provide social science teachers with a wealth of resources, both instructional and informational. Many of these websites are interactive and have primary source documents, news from around the world, educational games on historical events and much more (Buchholtz and Matthew Helming 2005). They provide an excellent source of material for planning authentic and challenging standards- based instruction.

MHS may draw on K-12 Virtual Academy to further customize social science instruction. Jamestown's Timed Readings Plus in Social Science may also be used to assist students with reading comprehension in social science, including common test formats, to increase greater testing validity. These materials cover the California content standards for history/social science. Appropriate core literature is used to enhance social science concepts and understanding. Cooperative learning, role-playing dramatizations, skits, music, art, and simulations are utilized.

### **World History Since the Renaissance (Year-Long)**

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present. The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces.

As needed to meet student demand, an Honors version of this class may be offered that will feature the same core content, but a more intensive focus on student writing. Students develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions.

### **U.S. History Since the Civil War (Year-Long)**

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs. Students evaluate attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups. The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause- and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

### **AP U.S. History (Semester-Long)**

In AP U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law. Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam.

### **U.S. and Global Economics (One Semester)**

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it has evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social science instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content.

### **AP Macroeconomics (Year-Long)**

AP Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history.

### **Comparative Government and Politics (One Semester)**

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court. U.S. Government and Politics is designed to fall in the fourth year of social science instruction. Students will compare the US to other world governments and study them on a comparative basis. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content.

### **AP U.S. Government and Politics (One Semester) – US & Comparative**

AP U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business and history.

## **WORLD LANGUAGES (4 YEARS REQUIRED)**

All courses incorporate the California World Language Standards and the California Framework for Foreign Language K-12. Counselors work closely with students who wish to take additional languages offered at neighboring community colleges or online, including high-quality summer school options. Per A-G requirements, students must enroll in a world language course 4 years of high school. MHS will seek to partner with a college or university such as Cal State University, Northridge (among others) to offer Armenian language courses, including summer sessions. Armenian Language Arts courses will be mandatory for all students.

### **Armenian 1 (Year-Long)**

Armenian I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Armenian -speaking regions and learn about the cultures of Armenian - speaking countries and regions within and outside Europe. The material in this course is presented at a moderate pace.

### **Armenian II (Year-Long)**

Building on Armenian I concepts, Armenian II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Armenian -speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace.

### **Armenian III (Year-Long)**

In Armenian III, students build upon the skills and knowledge they acquired in Armenian I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously. Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in various countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Armenian. Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress. Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Armenian skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

### **Armenian IV (Year-Long)**

Armenian Language students practice perfecting their Armenian speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and

Communities, and Beauty and Aesthetics. By the end of the course, students have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes.

### **Spanish I (Year-Long)**

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in this course is presented at a moderate pace.

### **Spanish II (Year-Long)**

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace.

### **Spanish III (Year-Long)**

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously. Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish. Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress. Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

### **AP Spanish Language (Year-Long)**

AP Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature.

#### **Spanish Speakers 1**

This course is designed for heritage learners of Spanish who bring strong proficiency and literacy skills in Spanish. This course focuses on the development of communicative competence in reading, writing, speaking, listening, and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students continue to develop an awareness and understanding of Hispanic cultures, including language variations, customs, geography, history, and current events.

#### **Spanish Speakers 2**

This course is designed for heritage learners of Spanish who bring strong proficiency and literacy skills in Spanish. This course focuses on the development of advanced communicative competence in reading, writing, speaking, listening, and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students continue to develop an awareness and understanding of Hispanic cultures, including language variations, customs, geography, history, and current events.

#### **Spanish Speakers 3**

This course is for heritage speakers and those who have had previous exposure to the language, but who desire more formal instruction at an accelerated pace. Students build upon the language skills they already possess, focusing on the development of academic Spanish through reading and writing, as well as instruction in grammar and spelling.

### **French 1 (Year-Long)**

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different French -speaking regions and learn about the cultures of French - speaking countries and regions within and outside Europe. The material in this course is presented at a moderate pace.

### **French II (Year-Long)**

Building on French I concepts, French II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of French -speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace.

### **French III (Year-Long)**

In French III, students build upon the skills and knowledge they acquired in French I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously. Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in various countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of French. Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress. Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new French skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

### **AP French Language (Year-Long)**

AP French Language students practice perfecting their French speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP French Language prepares students for the AP exam and for further study of French language, culture, or literature.

### **VISUAL AND PERFORMING ARTS (1 YEAR MINIMUM)**

MHS will seek to partner with a local college or university such as Pasadena City College to offer elective, dual enrollment courses (including summer sessions) for students who desire more targeted or advanced instruction in the arts, including advanced visual arts courses as well as instruction in music, drama and dance.



### **Art I (Year-Long)**

Art I is a class that introduces students to the elements of art and principles of design. The history and criticism of the visual arts are presented through the use of projects, text, videos, and visual materials. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media. The student responds to, analyzes, and makes judgments about form, content, techniques, and purpose in the works of art as evidenced by creation/evaluation of portfolios. Basic tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation.

### **Art II (Year-Long)**

Art II is an advanced class that expands students' knowledge and abilities in the fundamentals and principles of two-dimensional art forms. The history and criticism of these forms are presented through the use of projects, text, videos, and visual materials. This class provides an expanded understanding of how to see, evaluate, and interpret experience through projects such as pencil, ink, watercolor, acrylic, tempera, collage, pastels, charcoal, and clay. The students respond to, analyze, and make judgments about form, content, technique, and purpose in works of art as evidenced by the creation and evaluation of portfolios. Related tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation. Where appropriate, work outside of class is required. For example: portfolio or project preparation, reading, writing, or critical viewing.

## **PHYSICAL EDUCATION (2 YEARS REQUIRED)**

### **Physical Education (Year-Long)**

This course is designed to meet the individual needs of students in the area of fitness, specifically in the areas of cardiorespiratory fitness, strength fitness, flexibility, coordination, basic health, and nutrition. The class includes aerobics, steps, weight training, and body strengthening movements. Instruction in skills will be provided in each activity. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives are reviewed, applied and evaluated for each grade level.

The Charter School, with the consent of a pupil and his/her parent/guardian, may grant a pupil an exemption from the tenth grade physical education course, if the pupil meets satisfactorily all six standards of the physical performance test administered in grade nine pursuant to Section 60800 of the Education Code. This requirement is more stringent than what Education Code section 51241 requires of non-charter public schools.

As funding and facilities permit, MHS may offer competitive team sports for our students including but not limited to cross country, volleyball, soccer, tennis, table tennis and basketball. If MHS cannot provide particular offerings, MHS students may participate in PUSD programs for athletic purposes, as available and permitted.

## **ADDITIONAL ELECTIVES**

### **Elective Offerings Informed by Student Interest and Teacher Expertise/Talent**

As the Charter School grows, especially into 12th grade, based on both student interest and teacher expertise/talent, we will offer additional electives that meet core graduation and A-G requirements.



MHS may offer electives such as Marine Biology, Ethics and Environment Science among others noted in the snapshot as elective courses. As noted above, we also plan to partner with local colleges/universities to expand our offerings via dual enrollment opportunities and addition of new courses with UC Doorways approval process based on student interest.

### **Advisory**

Advisory is offered to all students at least once weekly (for 9th-10th grade, in lieu of the ELA/Math Intensive offered the other four days per week; in 11th/12th grades, Advisory is built into elective/free periods to ensure students have ample time with their Advisors as they prepare to apply to colleges and universities.) Advisory groups allow for ongoing positive relationships between students and intellectual mentors or advisors. They provide a safe environment in which teachers can nurture students' character development through conversation, goal-setting, structured reflection, personal encouragement, and other means (Berkowitz and Bier 2004, 2006). Each student is assigned to a small advisory group, led by a teacher or other qualified and trained stakeholders (administrators, staff, community volunteers). We hope to ensure that each Advisory group stays together for all four years, schedules permitting, so that the groups can build a common dialogue and trust with one another throughout their high school years.

In addition to supporting and reinforcing school values and individual development through structured reflection and conversation, a primary focus of Advisory is on student goal setting and actions towards realizing post-secondary goals. This includes one-on-one meetings with the Advisor to review credits earned and progress towards graduation, identification of remediation or interventions and potential referral to the Charter School's SST and support – in collaboration with the Charter School's counselor – in the college application process. We know that some of our students may be the first in their families to attend – and graduate from – college, thus explicit education about college opportunities, financial aid, summer opportunities on college campuses, the application process, assistance with essays and more are critical supports for our students.

### **Opportunities Outside of the Classroom**

Along with offering students a variety of means to expand their knowledge in the classroom, students will also be given the opportunity to be involved in extracurricular activities to develop their wellness.

The Athletics Department will offer a variety of options for students to choose from. The Charter School intends to apply for membership in the California Interscholastic Federation ("CIF") for all of its athletic teams. The Booster Club, consisting of volunteer parents, will be active in supporting the Charter School's team sports and extracurricular athletics program. They will assist by raising funds to support the athletic programs. The Charter School intends to offer students the opportunity to participate in CIF sanctioned sports during the fall, winter, and spring season (e.g. soccer, volleyball, basketball, cross country teams etc.).

Students will also have various school-based clubs to choose from. Some examples of possible clubs include: Diversity Club, Service Club, Poster Club, Broadcasting Club, Cisco Academy, Art Club, Running Club, Movie Club, Debate Club, Red Cross Club, Club 350 and Chess Club. Other clubs may include Tea Club, Club 8-Bit, Awareness Club, Cooking Club, LA Discovery, Magazine Club, National Honor Society, Science Club and 301AD Club. If students are interested in organizing a club that is not offered at school, they are welcome to propose their idea to the Charter School administration for consideration.



Students in grades 9-12 are also required to do hours of community service yearly to introduce them to real life situations in the community and gain experience to be more effective and productive members of society.

For cultural enrichment, students will also have the opportunity to participate in educational trips that enhance the curriculum, help students explore higher educational opportunities and develop their appreciation for Armenian and World Cultures.

Students will have opportunities to take part in local and national competitions including but not limited to Stemanities Research Competition, Conrad Spirit of Innovation Challenge, Destination ImagiNation, Odyssey of the Mind, University Interscholastic League, Decathlon, Model United Nations, Mock Trial, National History Day, Science Fair, etc.

MHS students will be allowed to participate in after school enrichment, athletic, and/or art programs at other District schools, if it is not otherwise offered at MHS.

### 3. Intervention and Enrichment Programs

#### **Intervention**

Intervention support will be provided regularly to ensure academic mastery for every learner. Academic mastery will be determined by the student's ability to demonstrate the knowledge and skills necessary to meet CCSS and/or CTE Standards. Equity based data analysis will be utilized to determine how students benefit most from intervention strategies that were designed to improve subject matter knowledge and skills. Math interventions will be addressed using MTMDSS with ongoing monitoring of student progress to verify that interventions are working and move students across the theirs as needed. Intervention will be data based with frequent monitoring to support student growth and to identify areas that a student may need additional support to achieve academic mastery.

#### **Enrichment**

Enrichment is designed to provide accelerated and/or advanced learning opportunity for students at and above grade level, as well as for any student who what's a partial area of interest in which they would like to expand and explore. MHS will adopt the following effective teaching practices in mixed-ability classrooms:

- Providing alternative and/or extension activities for students who have already mastered the content being taught;
- Allowing high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom's taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products.

Sample resources/materials that will be considered are as follows:

- Intervention
- Lexie PowerUp Literacy
- Springboard Math
- Crimes and Mathdemeanors
- TCI History/Social Science Curriculum

Enrichment

- Beyond Reason: Eight Great Problems that Reveal the Limits of Science, In Pursuit of the Unknown

#### 4. Curricular and Instructional Materials

MHS plans to purchase 50 computers for student use and access at the Charter School. This allows for a significant amount of our curricular materials to be cloud-based (though our budget also allows for textbook purchases for many classes). This widespread access allows students to check out the devices, use their home or mobile devices, and/or utilize the public library to continue their learning. MHS will use a small group instructional approach. The realm of digital curriculum is constantly expanding. Therefore, we are constantly keeping an eye on emerging resources.

As discussed below in the detailed course descriptions, a variety of online resources are also used for curriculum and assessments. Thanks to the ever-increasing availability of high-quality, free online curriculum from sources such as Scout (University of California free courses), CK-12 Foundation materials, the Open Learning Initiative through Carnegie Mellon University and many others, the use (and expense) of traditional published texts will diminish over time. Each year, teachers meet by department and advise the Principal as to areas of need and recommended books and materials for the following year. The curricular purchases are implemented by the administration and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions. Curricular materials are also analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs. Generally, each curricular resource will be evaluated in light of the guiding questions developed by our PLC. The table below lists the resources and tools to be considered for future use at MHS:

Discipline	Resources
ELA	Teacher-selected resources to include class sets of novels (provided through tablet devices), curated primary source online materials (e.g. from Newsela.com and www.proquestk12.com), and school-wide writing rubrics. California Connections (Houghton Mifflin Harcourt)
Mathematics	Algebra Intervention – Carnegie Learning Bridge to Algebra CC Algebra I – CPM; Meaningful Math CC Algebra II – CPM; Meaningful Math CC Geometry – CPM Pre-Calculus with Trigonometry – CPM Calculus – CPM



	Eureka Math
Science	SEPUP 9-12 kits Discovery Education Science Techbook (9-12) Biology (Miller & Levine) Environmental Science (Jay Withgott) Other resources as available aligned to Next Generation Science Standards (still in development) Glencoe
Social Science	Pedagogy of the Oppressed 10th – History Alive! World Connections; Traditions and Encounters: A Brief Global History 11th – History Alive! Pursuing American Ideals; America’s History (9th Edition) 12th – Government Alive! Power, Politics, and You
World Language	Rosetta Stone Prentice Hall Realidades Supersite plus (vText) + eCuaderno Code Descubre 2017 Cuaderno para Hispanohablantes Vol 3 Descubre 2017 Cuaderno de actividades comunicativas Descubre 2017
ELD	Edmentum, iReady, District Master Plan, LTEL Framework & Novels, Edge & Inside Curriculum, ELD Start Smart & Resiliency Lessons, Lexia PowerUp
PE/Health	Teacher-created materials from state Frameworks and other sources SPARK for High School and Dynamic Physical Education for Secondary Students
Electives	Teacher-created materials Varies by subject
AP Courses	Appropriate subject based supplemental textbook and practice exams

MHS teachers will use a variety of instructional strategies to engage students in higher-level thinking. They will access resources beyond the textbook to make learning exciting and relevant to students. MHS will have a specific focus on hands-on-learning with other methodologies including, but not limited to, cooperative learning, interdisciplinary teaching, inquiry-based learning, purposeful groupings, experimentation, intervention, performance activities, technology-based presentations, and projects. We believe that integrating these methodologies will help our students become creative, problem-solving leaders in an increasingly global society.

##### 5. [Comprehensive Course List and Graduation Requirements](#)

The chart below is a snapshot of our curricular offerings, graduation requirements and other school wide programs and opportunities which were described in detail in the Curriculum and Instruction Section.



## Curriculum, Graduation Requirements, Programs Profile Snapshot

Course/Program	9th	10th - 12th (Learners Will be Placed in Courses Based on their Preparation)	
<b>A Coursework</b> (History - 3 years/30 credits)	International Studies	World History US History, US Government/Economics, Mass Entertainment in America, Ethnic Studies AP European History, AP Government and Politics (Comparative), AP Economics	
<b>B Coursework</b> (English - 4 years/40 credits)	English 1	English 2, English 3, AP English Literature and Composition, AP English Language and Composition	
<b>C Coursework</b> (Mathematics - 3 years/30 credits)	Algebra I/Geometry	Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, Applied Mathematics, AP Calculus A/B, AP Statistics	
<b>D Coursework</b> (Lab Science - 3 years/30 credits)	Biology	Conceptual Physics, Chemistry, Geology, Human Anatomy & Physiology, Oceanography & Marine Bio, AP Physics, AP Environmental Science, AP Biology, AP Chemistry	
<b>E Coursework</b> (Language other than English - 4years/40 credits)	Armenian I, II, III, IV and other Global Language Spanish I, II, III, AP or French I, II, III, AP		
<b>F Coursework</b> (Visual and Performing Arts - 1 year/10 credits)	Art, Dance, Music Production, 3D Design, Game Design, Photography, Theatre, Band AP Art History, AP Music Theory Farm to Table: Gardening & Culinary Arts (Cooking)		
<b>G Coursework</b> (College-preparatory elective - 4 years/ 40 credits)	Venture-Entrepreneurship, Business, International Relations, Speech and Debate, Journalism, Creative Writing, Human Development, Armenian Studies, Innovation Lab, Personal Finance & Real Estate, Kinesiology, Robotics, Filmmaking, Psychology, Human Conflict, Law and Society, Ethics, Cinema Studies, Sports, Broadcast Media, Independent Study, etc.		
<b>PE (20 credits/2 years)</b> <b>Health (5 credits/1 semester)</b>	Physical Education Health & Physiology		
<b>Career Technical Education (CTE)</b> (5 credits/1 semester)	Various options will be available in the elective offerings		
<b>Competitions</b>	Stemanities Research Competition, Conrad Spirit of Innovation Challenge, Destination ImagiNation, Odyssey of the Mind, University Interscholastic League, Decathlon, Model United Nations, Mock Trial, National History Day, Science Fair, etc.		
<b>Honors and Recognitions</b>	CSFR, NHS, Seal of Literacy, IB Diploma, AP Capstone Diploma. College & Career Pathways Diploma, Math & Science Diploma, Humanities Diploma		
<b>Community Service</b>	25 Hours	25 hours of community service or Community Service-Learning Project	
<b>Innovative Programs</b>	IB, Entrepreneurship Immersion Genius Hour	IB, Entrepreneurship, Internships - Externships - Shadow Days (Keep your 'IES' open), Immersion, Innovative Scholar, Global Scholar, Voki Scholar, Global Liaisons, Alumni Mentorship, Genius Hour	
<b>College/Career/Life Prep</b> <b>Human Development</b>	Exposure to various programs and college/career opportunities through workshops/seminars/fairs on-and-off campus; Life Preparation Seminars - budgeting, resume, interview, human development, coping skills, persevering through failure, etc.; Guest Speakers - from various industries; Alumni Panel - alumni return to conduct Q&A; Student-led Conferences; Advisory Curriculum;		
<b>Field Learning Experiences</b> <b>Team Building</b> <b>Tradition</b>	2 college tours Local Museums Team Building Summer Bridge  Explore Armenia Expedition at the end of 9 <sup>th</sup> . Discover community service-learning projects	Local Museums and Sites Team Building Overnight - ie. Pali Institute College Tours - based on learner interest (local and national) Sister School Events (partners in Armenia)  Contribute Armenia/Diaspora/International Expeditions Canada - East Coast - Eurasia	Senior Calendar Senior project, College tours, Team building, Midnight mission, Grad nite, Prom, Senior night, Rejection letter bonfire, Last Bell, Time Capsule, Banquet
<b>School-wide Celebrations</b>	Cultural Celebrations General: International Day, Spirit Week, Red Ribbon, Various Awareness month/day event, Carnaval, Dances, etc. (will have monthly themes) At the end of each semester: Exhibition of Learning		
<b>Alumni</b>	Alumni Panel, Alumni Mixers for Networking, Fundraising, Alumni vs Students games, Mentoring Program, etc.		

The curriculum is aligned to UC A-G college preparatory requirements. The course of study covers 220 credits over four years (grades 9-12). Learners are enrolled in three to five academic courses per semester and one to two elective courses (depending on the master schedule). All learners will take part in life preparation workshops. Learners will conduct community service-learning projects and contribute to the Charter School each year as well. MHS's high school graduation requirements are aligned with PUSD requirements.<sup>4</sup> As proposed elective courses are approved by UC Doorways, the descriptions will be added to the curricular offerings. As the Charter School grows, based on student interest and teacher expertise/talent we will offer additional electives that meet core graduation and A-G Requirements.

## 6. Instructional Methods and Strategies

Instructional staff members will differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Teachers will address various learning styles and student needs through the instructional approaches used. MHS will utilize a variety of research-based instructional methodologies and strategies that focus on metacognition and the process of learning. MHS believes that it is curricula that students be engaged in active learning and reflection with the support of their teacher as their guide/facilitators of learning. The core practices are informed by the instructional methods aligned to the achievement of California Standards for the Teaching Profession ("CSTP").

The teachers will strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies and methods that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. The instructional strategies and signature practices selected for specific learning experiences strengthen student understanding and achievement of the learning outcomes. The following practices, among many strategies/techniques offered at MHS, scaffold from simple to more complex concepts with the use of benchmarks, leading to complex projects/culminating tasks that address multiple learning outcomes:

- Guiding Principles for the 21<sup>st</sup> Century
  - Creativity & Innovation
  - Critical Thinking & Problem Solving
  - Collaboration & Leadership
  - Cultural, Global, & Environmental Awareness
  - Communication
  - Literacy
  - Well-rounded & Healthy
  - Lifelong learning, Self-direction and Personal Management
  
- Pedagogical Methods and Strategies:

Our primary pedagogical approach will be based on the following:

---

<sup>4</sup> <https://www.pusd.us/cms/lib/CA01901115/Centricity/Domain/68/Graduation%20Req%20Packet%20for%20Parents%20rev%208-10-16.pdf>



<u>Methodologies</u>	<u>Sample Strategies</u>
<p><b>Culturally Responsive Teaching</b> – all teachers and classrooms will recognize the importance of including students' cultural references in all aspects of learning</p>	<ul style="list-style-type: none"> <li>▪ Activating prior knowledge</li> <li>▪ Use of cooperative group structures</li> <li>▪ Incorporate relationship building throughout the school year</li> <li>▪ Promote biliteracy by displaying and having students share academic vocabulary in students' native languages</li> <li>▪ Use a variety of visual aids to support learning</li> <li>▪ Model use of graphic organizers</li> <li>▪ Acknowledge and validate all students' contributions</li> <li>▪ Ask probing questions at different levels to assist students in articulating thoughts</li> </ul>
<p><b>Differentiated Instruction</b> – all teachers will provide all students within their diverse classroom community of learners a range of different avenues for understanding new information in terms of acquiring content, processing, constructing, or making sense of ideas to support a variety of student levels, abilities and learning styles</p>	<ul style="list-style-type: none"> <li>▪ Teacher modeling of tasks</li> <li>▪ Activating prior knowledge</li> <li>▪ Use of graphic organizers to make meaning of content</li> <li>▪ Use of visuals and multimedia</li> <li>▪ Strategic grouping of students for cooperative learning</li> <li>▪ Incorporate sentence frames in speaking and writing</li> <li>▪ Utilize adapted texts at a variety of reading levels</li> <li>▪ Offer student choice in how they will show mastery of a skill or content</li> </ul>
<p><b>Multi-sensory Learning</b> – teachers employ visual, auditory, kinesthetic, and tactile senses often simultaneously, so students have more than one way to acquire new concepts and material</p>	<ul style="list-style-type: none"> <li>▪ Use of audiobooks</li> <li>▪ Use of manipulatives such as letter tiles</li> <li>▪ Highlighting or color-coding text</li> <li>▪ Use of tactile surfaces for language practice</li> </ul>
<p><b>Experiential Learning</b> – teachers will build students' critical thinking and problem-solving skills using guiding questions, investigation, discourse and reflection so students make sense of real-world problems in the classroom and in the community</p>	<ul style="list-style-type: none"> <li>▪ Implement open-ended questioning to support student problem solving and reflection</li> <li>• Provide multiple opportunities for cooperative learning and structured academic discourse</li> </ul>

Additional approaches will be utilized, as best practice, based on the needs of the students. For example, Universal Design for Learning, Design Thinking, Specifically Designed Academic Instructing in English, Multiple Intelligences, etc.

According to recent findings, the science on how the brain develops helps explain why young people’s social, emotional, and academic development are closely related. Emotions and social relationships essentially drive learning (as displayed in the chart on the following page). Educating the whole child, and engaging families and communities in this process is necessary for the success of all learners. Therefore, we will pursue an integrated, whole-child approach to education.

- Physiological Methods and Strategies to Support Learning
  - The following physiological preconditions must be met for optimal brain development and learning<sup>5</sup>
    - Sleep/Rest
    - Nutrition and low exposure to toxins
    - Physical activity, exercise, green space
    - Emotional well-being, social relationships, and safety/belonging
    - Cultural well-being

## 7. A Typical Day in the Life of an Eagle

Included below are examples of a “typical day” at MHS. Sample daily schedules are included as an example to demonstrate what a student’s schedule may look like.

## Monday – Thursday

Imagine your day beginning at 8:30AM with a 50-minute self-care routine or movement class to prepare for what the day may bring as a part of healthy lifestyle practice or taking an elective based on your passion to inspire you first thing in the morning. This is how our day begins Monday through Thursday at MHS. Thereafter, you take three core courses running 80 minutes each with breaks timed for self-care. To conclude the day, you select an elective that brings to life, running 50 minutes. At the end of the day you are welcome to stay on campus and take part in a plethora of clubs and enrichment program offerings based on student voice and interest; e.g. diversity club, chess club, robotics, animation club, Model United Nations, debate, etc.



**Master Schedule 2020-2021**  
**SAMPLE BLOCK BELL SCHEDULE**  
**MONDAY-THURSDAY**

PERIODS	MONDAY (A)	TUESDAY (B)	WEDNESDAY (A)	THURSDAY (B)
Period 1 8:30-9:20AM (50 min)	BLOCK 1 Health & Wellness/Electives/Genius Hour			
9:20-9:35AM	Nutrition (15 min)			
Period 2 9:35-10:55AM (80 min)	BLOCK 2 ELA: <u>PREP</u> Math: Science: Social Science: Elective: Armenian:	BLOCK 5 ELA: Math: Science: <u>Social Science: PREP</u> Elective: Armenian:	BLOCK 2 ELA: <u>PREP</u> Math: Science: Social Science: Elective: Armenian:	BLOCK 5 ELA: Math: Science: <u>Social Science: PREP</u> Elective: Armenian:
Period 3 11:00-12:20PM (80 min)	BLOCK 3 ELA: <u>Math: PREP</u> Science: Social Science: Elective: Armenian:	BLOCK 6 ELA: Math: Science: Social Science: Elective: <u>Armenian: PREP</u>	BLOCK 3 ELA: <u>Math: PREP</u> Science: Social Science: Elective: Armenian:	BLOCK 6 ELA: Math: Science: Social Science: Elective: <u>Armenian: PREP</u>
12:20-1:00PM	Lunch (40 min)			
Period 4 1:00-2:20PM (80min)	BLOCK 4 ELA: Math: <u>Science: PREP</u> Social Science: Elective: Armenian:	BLOCK 7 ELA: Math: Science: Social Science: <u>Elective: PREP</u> Armenian:	BLOCK 4 ELA: Math: <u>Science: PREP</u> Social Science: Elective: Armenian:	BLOCK 7 ELA: Math: Science: Social Science: <u>Elective: PREP</u> Armenian:
Period 5 2:25-3:15PM (50min)	BLOCK 8 Electives/Athletics			
BLOCK/S SKIPPED	5-6-7	2-3-4	5-6-7	2-3-4

**Note: The above schedule is a sample; adjustments may be made, as needed.**

## Friday

To meet the needs of every learner and the ever so changing 21<sup>st</sup> century global economy, we are offering a Focus program on Fridays to support the aims and needs of all of our students. The day begins at 8:45AM for teachers and students. Teachers take part in mandatory weekly professional development for 90 minutes as students are given the opportunity to partake in enrichment programs in Athletics, Culture, IT, and Business Development. Thereafter, everyone joins each other for a weekly school-wide assembly and goes to advisory. For the remainder of the day students choose to take up to four focus blocks to challenge themselves and prepare for their college, career and life. The focus blocks serve as an experience of how a college/university student would choose a major with the purpose of going into deeper study in fields that students have intentions of specializing in. This day allows students to depend their understanding of core courses, and creates opportunities to have MHSTalks (like TedTalks), invite guest speaks, take part in internships/job shadowing, enroll in life preparation workshops, embark on field learning experiences, act/sat prep, AP exam prep, college application planning, personal statement writing workshops, invite college/university admissions coordinators to speak to students, hold alumni panels, just to name a few. It is a way of differentiating the schedule to meet the needs of all learners while preparing them for a realistic portrayal of college/career/life.



### *Master Schedule 2020-2021* *SAMPLE FOCUS FRIDAY BELL SCHEDULE*

FOCUS FRIDAY	SCIENCE Room # MATH Room #	ENGLISH Room # SOCIAL SCIENCE Room # WORLD LANGUAGE Room #	ELECTIVES Room #		COUNSELOR Room #
<b>X BLOCK</b> 8:45-10:15AM (90 min)	<i>TEACHERS &amp; STAFF = MANDATORY WEEKLY PROFESSIONAL DEVELOPMENT</i> <i>STUDENTS = ENRICHMENT PROGRAMS</i>				
<b>Period 1</b> 10:30-11:00AM (30 min)	<b>WEEKLY SCHOOL-WIDE ASSEMBLY</b> Community Meeting 10:30-10:35AM		<b>ADVISORY</b> Attendance & Announcements AND 1-1 Student Meetings: 10:36-10:50AM Community Circle: 10:51-11:00AM		<i>OVERSEES THE ADVISORY CURRICULUM</i>
<b>Period 2</b> 11:05-12:00PM (55min)	Focus Choice Block S STEAM	Focus Choice Block H Humanities	Focus Choice Block IT Information Technology	Focus Choice Block V VAPA	College Career and Life Preparation
<b>Period 3</b> 12:05-1:00PM (55min)	Focus Choice Block S STEAM	Focus Choice Block H Humanities	Focus Choice Block IT Information Technology	Focus Choice Block V VAPA	College Career and Life Preparation
<i>Lunch: 1:00PM-1:30PM (30min)</i>					
<b>Period 4</b> 1:35-2:30PM (55min)	Focus Choice Block S STEAM	Focus Choice Block H Humanities	Focus Choice Block IT Information Technology	Focus Choice Block V VAPA	College Career and Life Preparation
<b>Period 5</b> 2:35-3:30PM (55 min)	Focus Choice Block S STEAM	Focus Choice Block H Humanities	Focus Choice Block IT Information Technology	Focus Choice Block V VAPA	College Career and Life Preparation

**Note:** The above schedule is a sample; adjustments may be made, as needed.

**Note for students:** On Fridays, students choose which **subjects/focus** they will engage in. Students can choose from a combination of **Focus Choice Blocks**. Each student's advisor will schedule the student into the respective block by Wednesday of each week. In order to choose enrichment seminars, students must be receiving a grade of C or better in their core courses.



## Minimum/Shortened Day Bell Schedule

Minimum/Shortened day schedule will mimic the Friday schedule of focus blocks. In order to ensure equity and support for all learners, students will be able to choose which courses they must be in order to further challenge themselves in attaining their goals.



### *Master Schedule 2020-2021*

### *SAMPLE Minimum /Shortened Day BELL SCHEDULE*

FOCUS FRIDAY	SCIENCE Room # MATH Room #	ENGLISH Room # SOCIAL SCIENCE Room # WORLD LANGUAGE Room #	ELECTIVES Room #		COUNSELOR Room #
<b>Period 1</b> 8:30-8:40AM (10 min)	<b>SCHOOL-WIDE ASSEMBLY</b> Community Meeting				<i>OVERSEES THE ADVISORY CURRICULUM</i>
<b>Period 1</b> 8:45-9:35AM (50min)	Focus Choice Block S <b>STEAM</b>	Focus Choice Block H <b>Humanities</b>	Focus Choice Block IT <b>Information Technology</b>	Focus Choice Block V <b>VAPA</b>	College Career and Life Preparation
<b>Period 2</b> 9:40-10:30PM (50min)	Focus Choice Block S <b>STEAM</b>	Focus Choice Block H <b>Humanities</b>	Focus Choice Block IT <b>Information Technology</b>	Focus Choice Block V <b>VAPA</b>	College Career and Life Preparation
<i>BREAK: 10:30PM-11:00AM (30min)</i>					
<b>Period 3</b> 11:00-11:50AM (50min)	Focus Choice Block S <b>STEAM</b>	Focus Choice Block H <b>Humanities</b>	Focus Choice Block IT <b>Information Technology</b>	Focus Choice Block V <b>VAPA</b>	College Career and Life Preparation
<b>Period 4</b> 11:55-12:45PM (50 min)	Focus Choice Block S <b>STEAM</b>	Focus Choice Block H <b>Humanities</b>	Focus Choice Block IT <b>Information Technology</b>	Focus Choice Block V <b>VAPA</b>	College Career and Life Preparation

**Note:** The above schedule is a sample; adjustments may be made, as needed.

## 8. Meeting the Needs of All Students

In order to meet the needs of all students we will use best practices and teachings over the course of time that have proven to meet the needs of all learners, including but not limited to:

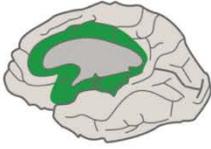
- Universal Design for Learning
- Zone of Proximal Development (“ZPD”)
- Funds of Knowledge
- Multiple Intelligences
- Culturally Responsive Pedagogy
- Hands-on-Learning

### **Universal Design for Learning**

The UDL framework developed from research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences. This framework creates the optimal environment for all learners to access the curriculum, learn, and thrive.



# Universal Design for Learning Guidelines



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**

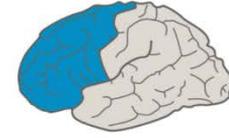
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

**Provide options for language, mathematical expressions, and symbols**

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of 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

## Zone of Proximal Development

The Zone of Proximal Development was a key construct in Lev Vygotsky’s theory of learning and development. He posited that learning occurs in a social and cultural context. The ZPD is defined as the space between what a learner can do without assistance and what a learner can do with adult guidance or in collaboration more peers.

## Funds of Knowledge

There is an understanding that each learner arrives with their funds of knowledge, which was applied by Velez-Ibanez and Greenberg’s to showcase the accumulation of abilities, bodies of knowledge, assets, and cultural ways of interacting that were evident in multicultural settings. This application of this concept in a learning environment creates an atmosphere of acceptance, support, safety and belonging for all learners to engage with their peers.

## Multiple Intelligences

The development of the whole child is a crucial component of MHS’s approach. In taking this holistic route to engaging our students it is important to understand the various intelligences that each student will possess. The understanding of this theory will shed light on each student’s strengths and build upon those as we collaborate to develop their areas of growth.

- Linguistic
- Logical-mathematical
- Musical-rhythmic
- Visual-spatial
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- Naturalist

### **Culturally Responsive Pedagogy**

Culturally Responsive Pedagogy is a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. This approach supports the physiological/cultural needs of each learner as it is committed to ensuring that each student maintain cultural integrity as they gain academic success through a social justice framework. This way all learners are seen and their need for belonging is addressed, allowing for learning to take place.

### **Hands-on-Learning**

This approach creates the atmosphere for learners to embrace creativity and collectively engage in learning experiences that are interdisciplinary nature. This approach creates an environment where everyone is encouraged to participate, understand one another's point of view and share responsibility thereby fostering self-discovery of alternatives and solutions to questions/problems/needs. Various hands-on-learning approaches will be used and noted in the previous section: e.g. design thinking, project-based learning, inquiry-based learning, cooperative learning, gamification, etc. The utilization of the aforementioned approaches will create a positive school and classroom climate that fosters learning and allows all students to prosper and grow. Further details for how we will support each subgroup through these methods will be discussed in the professional development section.

## 9. Credit Recovery Opportunities

Credit recovery options will available in order to ensure that all students graduate on time having completed A-G and graduation requirements. Each student will have an Individualized Graduation Plan that is reviewed each semester by their Advisor. If a student is not making adequate progress, the Advisor meets with the student and discusses options, such as summer school, online classes, credit recovery courses at the Academy, and adult school. Credit can also be earned through community college. Partnerships will also be developed to offer summer opportunities for credit recovery.

## 10. How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology

MHS will integrate technology into all aspects of our educational program. Teachers will systematically integrate technology within the Charter School so that all students develop a wide range of technological skills. MHS will use technology professional development programs, including Project Based Learning with the use of technology to help teachers prepare Exhibitions of Learning. Administrators and teachers



work closely to create a variety of activities and assessment that integrate various technology programs. Teachers have access to the latest technology in the classroom to optimize critical media literacy.

Online assessments will be used as a performance measure with quizzes and exams set up to mirror the format of the Smarter Balance Assessments. This will provide every scholar with the appropriate skills needed to take the state standardized tests each spring. Any scholar who is struggling with computer skills to access the curriculum.

The following are the ways in which technology will be embedded within the curriculum:

- One-to-one technology.
- Cloud based resources and curricular materials.
- Classrooms will be supported by internet access, whenever possible.
- Digital formative and summative assessments.
- Use Google for Education Software: cloud, g-suite, interactive lesson plans, games, goggles, etc.
- Utilize online free programs for projects.
- Digital citizenship lessons using Common Sense Education and other such platforms.
- Workshops on proper and ethical use of technology and netiquette.
- Online interactive classrooms: Students can access a "nearly" paperless education through platforms such as Google Classroom, which will foster critical thinking, collaboration, and mental agility. Parents will be able to access their student's classroom information in real time and utilize student profiles to stay involved in daily activities.
- T#INK: Technology #Innovative Knowledge teaches students how to use technology resources responsibly, creatively, and with effective communication. Increased access to electronic information and communication brings new levels of opportunity, as well as responsibility, to the school community. The power of these systems lies in their ease of use and ability to connect instantly to a growing host of global resources.

MHS will be using a small group instructional approach. The realm of digital curriculum is constantly expanding, and there will likely be very different options available by the time we are a fully populated 9-12 grade high school. We will continue to remain informed of what is available on various platforms and the World Wide Web. We will set aside time during PD and PLC's to share our findings.

#### 11. Western Association of Schools and Colleges (WASC) Accreditation

MHS will seek Western Association of Schools and Colleges ("WASC") accreditation before the Charter School graduates its first class of students (June 2021). Upon confirmation of the school site, the application will be submitted for the initial visit. MHS will comply with all applicable requirements to ensure that its program is WASC-accredited, and successive graduating classes matriculate from our accredited high school program.

#### 12. Transferability and Eligibility of Courses

It is MHS's goal to ensure that all our high school courses be transferable to other local high schools on the most expeditious timeline that is feasible. Families will be informed of the transferability of its courses to other public schools and/or colleges/universities, prior to the enrollment of their student. The



manner in which the charter school will inform parents about the transferability of courses to other public schools and the eligibility of courses to meet college entrance requirements will take place during our annual orientation, will be available in the Student/Family Handbook, reviewed during parent academies and during enrollment. Parents will be informed regularly about their students' progress toward fulfilling graduation requirements through progress reports, student-led conferences, and parent workshops/academy. Any senior who needs courses to graduate, especially transfer opportunities, will be prioritized for academic advising, intervention, summer school, and credit recovery opportunities. MHS will take steps to identify these students to ensure that their progress is monitored and prioritized. Additionally, the counselor and senior advisors will conduct a review of all seniors during the summer before their 12<sup>th</sup> grade year to review their progress. The Charter School intends that all students will be on track to graduate with successful completion of UC/CSU requirements. We will review student progress during student-led conferences and during semesterly meetings with the counselors. Plan of actions will be created for any concerns. Transfer students' records will be evaluated by the counselor and similar process will be utilized. All parent notification and communication regarding transferability of courses will be provided in the necessary language(s) of the families.

### 13. Academic Calendar and Schedules

MHS will adhere to the academic calendar as set forth by PUSD. MHS will ensure that the Charter School will offer, at minimum, the number of minutes of instruction set forth in Education Code Section 47612.5.

Students move through a five-period block schedule day with each period lasting fifty to eighty minutes. Sample schedules are shared in the "Typical Day" section. Counselors assign students courses needed to satisfy requirements for a high school diploma and/or to satisfy the A-G requirements needed to apply to the University of California or the California State University systems. A-G requirements refer to minimum number of courses in the following academic areas: a) History and Social Science, b) English, c) Math, d) Laboratory Science, e) Language Other than English, f) Visual and Performing Arts, g) College Preparatory Electives.

A proposed draft calendar for the 2020-21 school year is included below:

# Melkonian High School

## 2020-2021 Academic Calendar

July '20						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '20						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '20						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '20						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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

March '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '21						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '21						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

-  School Closed/ Holidays
-  Half/Minimum Day
-  Family Engagement

-  Team in -Service Day – Pupil Free Day
-  First day of Semester
-  School Event or Semester end/begins and Minimum Day



## MHS Important Dates 2020-2021

Month	Holidays, Pupil Free and Shortened Days	For Family Engagement
July	F – Jul 3: Independence Day (School/Office Closed)	TBD – School Tours, Open House, & Launch Events
August	F – Aug 7: Admission Day (School/Office Closed) W-F – Aug 12-14: Pupil Free Days	M – Aug 10 – 12-2pm: Summer Bridge (Grade 9) Tu – Aug 11 – 9-10am: Family Orientation M – Aug 17: First Day of School
September	M – Sep 7: Labor Day (School/Office Closed)	R – Sep 4 – 6-8pm: Back to School Night (Min. Day)
October	F – Oct 16: Pupil Free Day	M-F – Oct 26-30: Cultural Spirit Week
November	W – Nov 11: Veterans Day (School/Office Closed) M-F – Nov 23-27: Thanksgiving Break	M-F – Nov 16-20: Student-Led Conferences
December	T-R – Dec 15-17: Finals (Min. Day) F – Dec 21: Beginning of Winter Break M-F – Dec 21- Jan 1: Winter Break	F – Dec 8 – 6-8pm: Exhibition of Learning
January	F – Jan 1: End of Winter Break M – Jan 4: Students Return from Winter Break M – Jan 18: Martin L. King Jr. Day (School/Office Closed)	M – Jan 4: First Day of Second Semester
February	F – Feb 12: Lincoln’s Birthday (School/Office Closed) M – Feb 15: Presidents Day (School/Office Closed)	R – Feb 25 – 6-8pm: Parent Academy
March	F – Mar 26: Pupil Free Day W – Mar 31: Caesar Chavez Day (School/Office Closed)	M-F – Mar 15-19: Student-Led Conferences
April	F – Apr 2: Shortened Day for Over Banked Minutes M-F – Apr 5-9: Spring Break F – Apr 24: Armenian Genocide Commemoration	F – Apr 24: Armenian Genocide Commemoration
May	F – May 14 – 6-8pm: Exhibition of Learning (Min. Day) M – May 31: Memorial Day (School/Office Closed)	F – May 14 – 6-8pm: Exhibition of Learning
June	T-R – Jun 1-3: Finals (Min. Day) F – Jun 4: Pupil Free Day	R – Jun 3: Last Day of School (Min. Day)
Monthly		Coffee with the Principal

### 14. Instructional Days and Minutes

The school year will consist of at least 175 calendar days as required by law and will align with the official PUSD academic calendar for each school year.

#### **Terms**

Semester 1: August 17 – December 18 (82 Instructional days – 86 Teacher Work Days)

Semester 2: January 4 – June 3 (98 Instructional days – 100 Teacher Work Days)

Mandatory orientation will be conducted for all new students. Academic recovery courses will be suggested for students who do not meet grade level standards and/or graduation requirements at the

end of the regular academic year or incoming 9<sup>th</sup> grade students who need additional assistance as determined by placement tests. Exhibitions of learning will take place as our form of open house. Multiple opportunities have been created for family engagement in school life and students learning processes (e.g. Parent Academy, Exhibition of Learning, Student-Led Conferences, Coffee with the Principal and various school-wide celebrations).

## F. Professional Development

### 1. Teacher Recruitment

MHS teachers will be recruited in accordance with MHS and PUSD current policies, procedures, and collective bargaining agreements.

Candidates for teaching positions will be asked to submit an application in accordance with Personnel Commission and District policies. MHS will ensure that teachers will be 100% Cross-cultural, Language, and Academic Development (“CLAD”) certified or in the process of obtaining CLAD certification. In the event that the Charter School should enter into a Memorandum of Understanding (“MOU”) with local universities to employ interns or credentialing, they will have to meet all applicable conditions of employment, including verification of successful completion of subject matter and the attainment of the appropriate credential.

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. The MHS Charter Council, in partnership with PUSD administration, will jointly interview and hire the MHS Principal. The MHS Charter Council in partnership with PUSD administration will hire all other employees of the Charter School, including teachers, after consideration of a recommendation by the Principal.

### 2. Professional Development

*“The deeper we search, the more we find there is to know, and as long as human life exists, I believe that it will always be so.” – Albert Einstein*

MHS will collaborate with PUSD to engage in professional development (“PD”) offerings during the year provided by the District and will also provide its own professional development opportunities by supporting collaboration among the whole staff, departments, and teams on a weekly basis. Professional development efforts will be aligned with student-centered, data-based instruction. It will promote the practice of providing high-quality, effective instruction to all students across all educational arenas: academic, social-emotional, and behavioral. We will ensure that the process is *intentional, ongoing, and systematic*.

MHS believes that professional development is one of the cornerstones for educational equity and academic achievement for all students. Putting professional development at the center of the school culture is essential to developing a collaborative learning community for students, teachers, and administrators. MHS will collaborate with the District to address and implement district-wide focuses.

MHS will create an engaging process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the school-wide learner outcomes. An interactive platform will be used (such as Google Classroom) to create a database of resources that would be available at all times to the team members. Agendas for all meetings will be posted ahead of time and team members can view it to see the amendments and future plans. Teachers will sign-in for every PD attended. These weekly professional development sessions help ensure accountability and provide clarity. In this space, we hold discussions with regards to student achievements, the SLOs, and best practices.

Professional development sessions will allow our team of experts to get together and explore why it is essential for teachers to redesign curriculum for the 21st century given how the world has changed after the recession. The rules of the game have changed, and it is important for academic institutions to rethink their approach to prepare the next generation to be successful in this new economy.

The premise of the approach is built on research-based methods for effective professional development (e.g., Guskey and Linda Darling Hammond among others). The research provides the blueprint to creating a more desirable future, and process to take action when faced with a difficult challenge. That kind of optimism is well needed in education. Classrooms and schools across the world are facing design challenges every single day, from teacher feedback systems to daily schedules. And as such, they require new perspectives, new tools, and new approaches.

The driving questions are:

1. How can we best prepare our students for the 21<sup>st</sup> century?
2. What do we need to embrace or let go of? (Based on Gandhi's story of the slipper)
3. How do we teach students to uncover how they learn, share what they learn, and articulate why they learned it?

The reflection questions are:

1. How did this further your professional goals?
2. What changes/improvements would you suggest to the presenter/organizer?
3. What did you get from this session?
4. What do you value most from this experience?
5. How will you use this to affect student outcomes?
6. What follow-up support is needed in this area?

We are committed to providing quality and meaningful professional development opportunities for our faculty and staff. Each opportunity is assigned goals and student performance outcomes, the integration of the professional development into the total school operation, providing collaborative problems, defining multiple outcomes for students, including theoretical understandings, providing continuous and on-going experiences, and ensuring comprehension of the growth process. We will allocate significant time, build internal capacity, exhibit on-going support, blend theoretical knowledge with hands-on practice and feedback, use modeling and link training, content and concepts.

The professional development serves multiple goals for teachers to affect changes in three major areas: their beliefs and attitudes, their classroom practices, and the learning outcomes of their students. To foster this process, we will listen to teachers' voices, establish trust for collaborative working conditions, form structures that enhance the culture to promote interaction and learning, and develop the relationship between purposes and processes for change. The goal is to have instructors embrace the presented strategies, methodologies and skills and put them directly into practice.

In order to foster collaboration, authentic growth and meaningful learning experiences will develop our collective cultural meeting norms/agreements to have more effective sessions. We will begin with some general ones and amend as needed. Some examples include but are not limited to:

- engage whole-heartedly (care, compassion, and connection),
- speak your truth with humility,
- consider areas of growth,
- pay attention to patterns of participation,
- accept non-closure,
- treat others as learners,
- go deep and look for root causes,
- maintain contextual confidentiality,
- go to the source,
- respect diverse ideas, etc.

We anticipate that the following topics below will be covered in PD sessions during the charter term, including but not limited to academics and governance:

Category	Examples
<b>MHS</b>	School Mission/Vision Core Values Innovative Programs Employee Handbook Teacher Evaluation Student Information System
<b>Pedagogical</b>	Culturally Responsive Pedagogy Differentiated Instruction Multi-sensory Learning Experiential Learning  Additional training in methods and strategies will be conducted based on student needs.
<b>Student Support</b>	Culturally Proficient Learning Environments Student Engagement/Motivation/Achievement Maslow's Hierarchy English Learners: Designated and Integrated ELD Gifted/High Achieving Students Effective Use and Integration of Technology Interventions

	Constructivist Classroom Classroom Climate and Culture Best Practices College and Career Readiness Special Education: legal timelines, District policies, Student Success Team process, assessments, and strategies for working with students with special needs
<b>Standards</b>	English Language Development (ELD)
<b>Assessments</b>	State: CAASPP, CAST, CAA, ELPAC, etc. College: PSAT, SAT, ACT. Advanced Placement IB
<b>Data</b>	Triangulated Analysis Equity Based Analysis
<b>Safety</b>	Health and Safety Policies and Procedures School Operations, Policies and Protocols

In addition to the professional development offerings, to ensure smooth implementation, MHS will also plan for:

- Full day professional development aligned with PUSD
- Weekly grade level team meetings
- Weekly individual meetings with teacher and administrator
- Daily individual development
- Daily support from administrator
- Celebration of classroom learning and teacher progress

#### G. Meeting the Needs of All Students

*“I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer... education as the practice of freedom...education that connects the will to know with the will to become. Learning is a place where paradise can be created.” – Bell Hooks*

- Student Success Team (“SST”)

MHS will implement a “Student Success Team” model to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others.

On those occasions, after classroom interventions have been tried and documented over time with limited success, a referral to the SST mobilizes and coordinates the Charter School’s resources. A request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST is comprised of the student’s Advisor and/or teacher(s), an administrator, a teacher recorder, the student’s



parent/guardian, and, where appropriate, the student. The SST meets in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them. In accordance with CDE guidelines, the SST is a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers and Charter Charter School Principal identify the student's strengths and assets upon which an improvement plan can be designed.

The SST process begins by clarifying the student's strengths and other known background information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successful intervention. A designated, qualified lead faculty member with experience and training in intervention and support services organizes the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers receive professional development regarding identification of student needs, modifications and interventions, and the SST process.

Following the implementation of an SST plan and follow up, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed. Upon enrollment at the Charter School, parents receive the required information about what to do when they know or suspect their child may need additional supports or when parents are puzzled about their child's development.

The SST works within the RTI framework, discussed below, to identify and provide the most effective resources and level of support for each individual student.

The RTI program includes three basic tiers:

#### Tier 1

The first step, or tier, of intervention is the regular classroom setting. As teachers introduce instruction, students' progress is monitored. Most students in this group will need additional help from time to time, and the teacher provides that guidance.

#### Tier 2

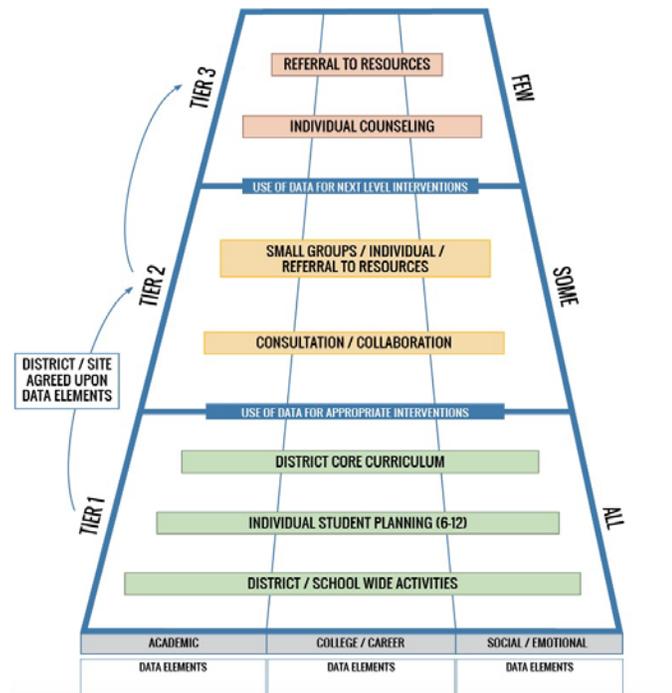
Tier two of RTI targets students who do not show progress with regular instructional intervention. In tier two, students receive more individualized instruction and intervention.

They may work in smaller groups to allow one-on-one and small group instruction. During this process, teachers carefully evaluate the students' response to these interventions. Students who do well may be phased back into the regular classroom. Students who demonstrate the need for ongoing, intensive intervention will move into tier three.

#### Tier 3

Tier three is an ongoing, long-term program of diagnostic and prescriptive teaching and could be thought of as special education. In this level, students receive individualized instruction for as long as is necessary for them to acquire the skills they need to progress in school, and perhaps have a resource class embedded within their schedule, as necessary.

The RTI process is instructional and cultural from beginning to end. At no point is a child left to experience the frustration of failure while waiting until their test scores show a severe achievement discrepancy before they get help. They receive instruction that gradually increases in intensity and individualization as they show the need for it.



- English Learners (EL)

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

### Home Language Survey

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

### English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”).

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

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

- **Summative Assessment (“SA”)**

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

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

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

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

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

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

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

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

mastery.

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

### **Strategies for English Learner Instruction and Intervention**

ELs at MHS will be served through a variety of programs designed to meet their needs. ELs will be enrolled in both designated ELD and integrated ELD courses. Designated ELD courses may include ELD Literacy Intervention and Sheltered Core ELA classes in which ELs are placed to receive strategic language development support based on the CA ELD Standards. ELs will also receive integrated ELD support in all other content areas, in which instruction includes both a focus on content and CA ELD Standards to support ELs with English language proficiency across content areas. These programs will be built into the individual student's master schedule and will take place within the school day. MHS intends to work with the PUSD Human Resources Department to ensure appropriate staffing and authorizations for teachers in these courses.

Students will receive services from MHS as additional Tier 1 interventions in the classroom and by Tier 2 interventions in school programs designed to help them increase their ELA knowledge and usage of Standard English in both Integrated and Designated ELD. They will be monitored by counselors, administrators, and the advisor who will check a student's grades and a teacher's assessment on their progress.

MHS teachers will be informed on the language level of their students and will work collaboratively to develop standards-aligned lessons that support English language development.

All teachers will be trained in creating language objectives, designing explicit language instruction, using EL student data when planning instruction, the Key Features of Integrated ELD and use the CA ELD Standards in conjunction with content standards to drive instruction. Professional development guides teachers in the use of ELPAC data to differentiate instruction based on the student's levels of language proficiency. Strategies include Precision and Productive Partnering, Kate Kinsella's Sentence Frames, and explicit language instruction in order to provide students with rigorous curriculum with appropriate supports so that they stay in the apprenticeship zone with high challenge and high support. The ELA/ELD Framework support teachers to build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. All teachers will have a CLAD certification, or a California Commission on Teacher Credentialing recognized equivalent.

## Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
  - Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
  - Monitoring student identification and placement.
  - Monitoring parental program choice options.
  - Monitoring availability of adequate resources.
- 
- [Gifted and Talented Students and Students Achieving Above Grade Level](#)

Gifted and high achieving students will be challenged with rigorous and differentiated instruction, cross-curricular lessons and activities, accelerated pacing, higher levels of depth and complexity, and elevated expectations that are appropriate to individual needs, interests, and abilities. Teachers will be required to plan and participate in training in order to work with these exceptional students. MHS will offer honors and AP classes in all disciplines.

- [Student Achieving Below Grade Level](#)

Students who are substantially below grade level and are at-risk will be evaluated by counselors and teachers to determine what needs should be addressed as well as how to address them. Data from state standardized assessments (e.g. SBAC), Interim Assessments, and report cards will be examined on a regular basis and students who perform poorly will be assigned to longer-term intervention programs. Progress monitoring assessments will be administered every semester. The needs and assessments for all of these students will be monitored by their counselors and intervention provided through the following programs:

- Focus Fridays
- Blended learning
- After school tutoring
- Meetings with counselors regarding Graduation Plan — IGP meetings
- Student Success and Planning Team meetings:
- Teacher Conferences will be arranged between the parents and common teachers of the student to discuss strategies to promote academic improvement
- Students may be referred to the counselor for major attendance related issues
- Students who are seniors may be referred to the counselor evaluation and help toward meeting graduation requirements
- Parent support workshops will be offered on different topics through our Parent Academy that will help their child have become successful in school
- Implement Multi-Tiered, Multi-Domain System of Supports to address academic and behavioral needs of the learner.

- Socio-Economically Disadvantaged Students

Students will be identified as socioeconomically disadvantaged based on whether they qualify for free or reduced lunch through the federally funded More Than A Meal Program or by information that is self-disclosed by parents (e.g. unemployment, homeless, etc.). In addition to addressing the needs specific to other designations, it will be most important to determine first, if their basic needs are met based on Maslow’s hierarchy of needs.



## Maslow's hierarchy of needs

We will support our students through culturally responsive practices that allow them to feel safe along with a sense of belonging by building relationships and a community of care. The use of restorative practices through PBIS will also support our students. This approach will allow students to address their physiological needs and be able to feel capable and ready to learn.

The needs of socioeconomically disadvantaged students will be monitored by counselors, administrators, and the advisor who will research to provide the following program options:

- Additional English Learner programs, support, and services
- Services for Educationally Disadvantaged Youth as determined by PUSD and the state
- MHS may use charter funds to support programs and activities designed to assist educationally disadvantaged to help students achieve state standard proficiency in ELA and Math

- Students with Disabilities

### A. Overview

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

The Charter School intends to be categorized as a public school of the District in accordance with Education Code Section 47641(b).

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

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

**B. Section 504 of the Rehabilitation Act**

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

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant

information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

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

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

**C. Services for Students under the IDEA as a Public School of the District Pursuant to Education Code Section 47641(b)**

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:***

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

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

### Staffing

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

It is the Charter School’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.



## Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

## Identification and Referral

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

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

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

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

## Assessments

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

## IEP Meetings

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

## IEP Development

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

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

## IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

## Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

## Non-Public Placements/Non-Public Agencies

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

## Non-discrimination

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

## Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

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

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

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

### Due Process Hearings

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

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

### SELPA Representation

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

### Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

### *Retention of Special Education Funds by the District*

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

### *Retention of ADA Funds by the District for Non-Public Placements*

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

### *Contribution to Encroachment*

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

- [Students in Other Subgroups](#)

#### **Foster Youth:**

Foster Students will receive support through counselors and administrative staff to ensure they receive the appropriate state mandated help with graduation requirements, housing requirements, counseling requirements, and other needs. They are monitored by counselors, principal, and the Counselor, and the STARS Foster Youth Resource Center provided by PUSD.

The goal of STARS Resource Centers is to build the potential of youth in foster care by:

- Building community among students
- Sharing community resources
- Building a college going culture

To help meet the needs of our students and their families we will work to create partnerships with various organizations.

## H. Charter School Goals and Actions to Achieve the State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the State Priorities” in Element Two of the charter for a description of the Charter School’s annual goals to be achieved in the State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Element 2 – Measurable Pupil Outcomes AND

Element 3 – Method by Which Pupil Progress Toward Outcomes Will be Measured

*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the 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).)*

*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).)*

A. Goals, Actions and Measurable Outcomes Aligned with the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d). See the LCFF State Priorities table below.

**Local Control and Accountability Plan**

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## LCFF STATE PRIORITIES

### GOAL #1

Establish a positive school climate (e.g. safe, responsive, supportive, engaging) which encourages and values the input of students, parents and staff.

Related State Priorities:

- |                                       |                                       |                            |
|---------------------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1            | <input type="checkbox"/> 4            | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2            | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                            |

Local Priorities:

- :  
:

### Specific Annual Actions to Achieve Goal

- All team members will collaborate to create a safe and supportive school climate and culture to support the students academic, social-emotional, and college/career development.
- Conduct annual surveys to gather feedback on strengths and areas for improvement
- All employees will participate in annual PD that develops cultural sensitivity, cultural competence and interpersonal skills, including Positive Behavioral Interventions and Supports
  - Restorative Practices
  - Culturally Responsive Pedagogy
- Create Student Success Teams (SST) to support students
- Maintain transparent and consistent communication with stakeholders
- Maintain open lines of communication with families
- Parents will be invited to participate on various committees (eg. Outreach, Liaisons, Fundraising etc.)
- Will hold quarterly parent/family events to increase community engagement. These events will include but not be limited to:
  - Parent orientation
  - Family night – to share information about the school’s progress
  - Back to School Night – to connect with school employees
  - Student Led Conferences – to reflect on student goals and growth
  - Exhibition of Learning – to share what students learned in each semester
  - Breakfasts/Lunch with Admin – to clarify any general questions families may have.
  - Parent Academy Workshops – where we will discuss adolescent development and share strategies that are embedded in best practices to better support our students.
  - Workshops – to further their own education

### Expected Annual Measurable Outcomes

**Outcome #1:** All students will attend school regularly

**Metric/Method for Measuring:** Annual measure will be at 95% Average Daily Attendance (ADA)

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)		95% ADA	95% ADA	95%ADA	95% ADA	95% ADA



English Learners		ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students		ibid	ibid	ibid	ibid	ibid
Foster Youth		ibid	ibid	ibid	ibid	ibid
Students with Disabilities		ibid	ibid	ibid	ibid	ibid
African American Students		ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students		ibid	ibid	ibid	ibid	ibid
Asian Students		ibid	ibid	ibid	ibid	ibid
Filipino Students		ibid	ibid	ibid	ibid	ibid
Latino Students		ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students		ibid	ibid	ibid	ibid	ibid
Students of Two or More Races		ibid	ibid	ibid	ibid	ibid
White Students		ibid	ibid	ibid	ibid	ibid

**Outcome #2: Parents/Families engagement in school events**

**Metric/Method for Measuring:** Parent sign-in sheets

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	50% attendance	Baseline	55%	60%	65%	70%
English Learners	ibid	ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid
Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid
Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid



## LCFF STATE PRIORITIES

### GOAL #2

Ensure students are educated in a safe environment, supported by highly effective teachers, administrators and support staff, and have access to standards-aligned instructional materials to support their academic and social emotional needs

Related State Priorities:

- |                                       |                                       |                            |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4            | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5            | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3            | <input checked="" type="checkbox"/> 6 |                            |

Local Priorities:

- :  
:

### Specific Annual Actions to Achieve Goal

- Hire single subject credentialed teachers with English Learner authorizations for all core academic classes.
- All teachers who are retained at the end of each year will hold the appropriate credentials.
- Hire and maintain effective administrative leadership.
- Purchase the required number of texts to ensure full access by all students, including materials necessary to meet the needs of English learners, students with disabilities and those in need of targeted intervention.
- Conduct annual audit each June to determine the purchase of replacement materials.
- Provide equitable access to technology tools.
- Conduct monthly walkthrough of the facility to ensure all aspects are functioning properly (e.g., plumbing, electric, etc.).
- All repairs entered into the Maintenance Log will be completed within 90 days of discovery.
- Complete annual survey regarding the facility that includes input from staff, students, parents and all other stakeholders.
- All teachers will engage in grade level and departmental planning to:
  - Outline long term annual outcomes
  - Develop unit is of study, including hands-on-learning units.
  - Address differentiation for all identities subgroups
- All administrators, counselors and teachers will participate in and complete professional development sessions that are relevant to their learning of content, instruction and assessment that occurs during their school year. This will include but not be limited to:
  - Common Core State Standards
  - NGSS
  - CTE Model Standards
  - Instructional Methodologies and Strategies
  - ELD Integrated and Designated Instruction
  - Special Education: IEPs and Accommodations
  - CAASPP/CAST/CAA
  - Advanced Placement
  - Multiple Tiers Multiple Domains for Student Success (MTMDSS)

### Expected Annual Measurable Outcomes



**Outcome #1:** All core academic teachers will hold subject matter credentials and EL Authorization

**Metric/Method for Measuring:** Credentialed Administrators/Certification Review

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100% teachers will hold subject matter credentials and EL authorization or enrolled in the proper programs to do so	Baseline	100% teachers will hold subject matter credentials and EL authorization	100% teachers will hold subject matter credentials and EL authorization	100% teachers will hold subject matter credentials and EL authorization	100% teachers will hold subject matter credentials and EL authorization
English Learners	ibid	ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid
Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid
Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid

**Outcome #2:** Standards-aligned Instructional Materials and Technology

**Metric/Method for Measuring:** Inventory check/audit

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100% students with access					
English Learners	ibid	ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid
Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid



Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid
<b>Outcome #3: Annual Stakeholders Survey on Facility</b>						
<b>Metric/Method for Measuring: Survey</b>						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Establish Baseline in 2020-21	Baseline	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline
English Learners	ibid	ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid
Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid
Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid



## LCFF STATE PRIORITIES

### GOAL #3

Increase student achievement through the use of hands-on learning experiences and impactful instructional supports through a dual-language immersion program.

**Related State Priorities:**

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5            | <input type="checkbox"/> 8            |
| <input type="checkbox"/> 3            | <input type="checkbox"/> 6            |                                       |

**Local Priorities:**

- : Dual-Immersion
- : Global Citizenship

### Specific Annual Actions to Achieve Goal

- Administer all required state-wide testing: e.g. CAST, SBAC, etc.
- Provide professional development for teachers to understand the assessment, use of data, use of available resources and administration.
- Ongoing review of curriculum materials, lesson plans, and data.
- Students in need of intervention and/or support will be supported appropriately by teachers and counselors.
- Conduct consistent review of curriculum to ensure standards are being addressed during the teaching and learning process.
- Provide professional development to build and maintain teacher knowledge, skills and abilities for strong Common Core implementation of Literacy, English Language Arts, Mathematics, Next Generation Science Standards, VAPA, and all other District-wide initiatives.
- Regularity scheduled formative assessments (e.g. common interim assessments) will be administered to monitor students' progress (advisory teachers will lead this effort).
- Teachers will participate in professional development (PD) focused on increasing their competencies in providing integrated and designated ELD instruction, using the ELA/ELD framework, understanding the ELPAC and how to monitor and document the progress of English Learners.
- Quarterly PD focusing on ELD will be implemented.
- English Learners will be provided integrated and designated ELD instruction.
- Designate one person to serve as a coordinator to lead implementation (e.g. EL Specialist/Coordinator).
- Students will engage in mentoring, job-shadowing, internships, and community-based learning.
- Exhibition of Learning will be conducted for students to share their learning with the community.

### Expected Annual Measurable Outcomes

**Outcome #1:** Students performing at meets/exceeds of SBAC ELA

**Metric/Method for Measuring:** SBAC ELA Scores

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Establish Baseline in 2021-22	N/A	Baseline	2% increase above baseline	4% increase above baseline	6% increase above baseline
English Learners	ibid	ibid	ibid	ibid	ibid	ibid



Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid
Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid
Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid

**Outcome #2: Students performing at meets/exceeds SBAC ELA**  
**Metric/Method for Measuring: SBAC ELA scores**

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Establish Baseline in 2021-22	N/A	Baseline	2% increase above baseline	4% increase above baseline	6% increase above baseline
English Learners	ibid	ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid
Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid
Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid

**Outcome #3: Students performing at meets/exceeds CAST Science**  
**Metric/Method for Measuring: CAST Science scores**

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Establish Baseline in 2021-22	N/A	Baseline	2% increase above baseline	4% increase above baseline	6% increase above baseline
English Learners	ibid	ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid



Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid
Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid

## LCFF STATE PRIORITIES

### GOAL #4

Increase student preparation for the real world through focus programs for college, career, and life.

**Related State Priorities:**

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1            | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5            | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3            | <input type="checkbox"/> 6            |                                       |

**Local Priorities:**

- : Renaissance  
Individuals  
: Global Citizenship

### Specific Annual Actions to Achieve Goal

- A course of study will be offered that includes all of the required core academics, as well as foreign language, AP courses and electives.
- Teachers will engage in PD district-wide and with the appropriate professionals to develop their skills in dual-immersion instruction.
- Students will complete a minimum of two hands-on-learning methods that integrate content, skills and activities from multiple content areas, using appropriate processes and protocols.
- Annual audits will be conducted to ensure students are progressing towards meeting all criteria and requirements for earning their high school diploma.
- Credit recovery opportunities will be provided.
- Individuals supports will be provided to address academic, physical and social-emotional needs.
- Teacher advisors will identify and work together with the counselors to address the needs of students who are facing overwhelming challenges.
- Implement tiered interventions with identified students (MTMDSS) and communicate and engage with parents to determine plan of action.
- Offer a variety of AP courses for students to choose from beginning in grade 10.



- Provide support and test preparation to all students with study sessions and/or practice exams.
- Student achievement will be monitored through the use of formative and summative assessments (SBAC/AP)
- An annual audit of student records will be conducted that includes A-G requirements and any dual enrollment courses.
- Students in grade 12 will participate in and complete their senior project and community-based learning experience.
- PSAT and SAT preparation will be provided.
- Students' personalized learning plans will be set, reviewed and updated regularly to ensure all students are on pace for completion.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Master Schedule with a broad course of study aligned to A-G requirements and hands-on-learning methods.

**Metric/Method for Measuring:** Student portfolio/transcript

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100% of students will be enrolled in a broad course of study which employs hands-on-learning	Baseline	100%	100%	100%	100%
English Learners	ibid	ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid
Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid
Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid

**Outcome #2:** All students will satisfy the A-G completion requirements

**Metric/Method for Measuring:** A-G enrollment & completion

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
---------------------------	----------	-----------	-----------	-----------	-----------	-----------



All Students (Schoolwide)	85% of students new students will earn a grade of "B" or better in foundation courses (e.g. English, Math, Science, etc.)	Baseline	87%	89%	91%	93%
English Learners	ibid	ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid
Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid
Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid

**Outcome #3: Students will be UC/CSU eligible**  
**Metric/Method for Measuring: UC/CSU eligibility**

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	93% of students will graduate	Baseline	95%	97%	99%	100%
English Learners	ibid	ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid
Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid
Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid

**Outcome #4: Students completing AP Classes will take the AP test**  
**Metric/Method for Measuring: Advanced Placement (AP) exam passage with "3" or better**



APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	75% of students will pass AP exams with "3" or better	Baseline	77%	79%	81%	83%
English Learners	ibid	ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid
Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid
Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid

**Outcome #5:** All students will graduate  
**Metric/Method for Measuring:** Cohort graduation rate

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	93% of students will graduate	Baseline	95%	97%	99%	100%
English Learners	ibid	ibid	ibid	ibid	ibid	ibid
Socioecon. Disadv./Low Income Students	ibid	ibid	ibid	ibid	ibid	ibid
Foster Youth	ibid	ibid	ibid	ibid	ibid	ibid
Students with Disabilities	ibid	ibid	ibid	ibid	ibid	ibid
African American Students	ibid	ibid	ibid	ibid	ibid	ibid
American Indian/Alaska Native Students	ibid	ibid	ibid	ibid	ibid	ibid
Asian Students	ibid	ibid	ibid	ibid	ibid	ibid
Filipino Students	ibid	ibid	ibid	ibid	ibid	ibid
Latino Students	ibid	ibid	ibid	ibid	ibid	ibid
Native Hawaiian/Pacific Islander Students	ibid	ibid	ibid	ibid	ibid	ibid
Students of Two or More Races	ibid	ibid	ibid	ibid	ibid	ibid
White Students	ibid	ibid	ibid	ibid	ibid	ibid



## B. Measurable Goals of the Educational Program

As a dependent charter school, we have opted to test with the District and adhere to District's testing calendars and procedures for all District and state mandated assessments. The Charter School will work toward meeting the student outcome goals as outlined in the MHS, LCAP, and the PUSD Reporting Dashboards.

MHS will consider creating its own periodic assessments in the future. Should we do so, we will consider the following:

- Replacement assessments are standards aligned, valid, reliable, and cover the content.
- A process is in place for data collection, sharing, and analysis
  - A data platform is in place for teachers, counselors, and administrators to use.
  - A system is established to score, print, produce, and share results.
  - Formative assessments are implemented at least three times per year in the specified course or content area.
- Professional development is provided to staff on the formative assessment process.
- Evidence of implementation is available and ready for use during Performance Dialogues with Instructional Directors.
- Evidence that processes are in place to determine effectiveness of the replacement assessments (i.e. student participation, teacher buy-in, correlation to summative assessments, etc.) What is the evidence of successful implementation?

### **Anticipated Skills and Knowledge Outcomes for Students:**

MHS has a mission to be learning communities that foster environments that will provide all students with an opportunity to develop their individual passions and creative talents through innovative instructional programs that challenge them. The measurable student outcomes described in this charter are an effort on the part of the Charter School to support this mission by ensuring alignment of school-wide initiatives and District and state requirements. These include the LCAP, the California Dashboard, state mandated curriculum, instructional practices, and structural initiatives. To ensure excellence for all students, faculty, staff, and community have targeted the anticipated needs and outcomes through the mission, vision, and Student Learning Outcomes, which are the driving force and purpose of the instructional program.

### **Student Learning Outcomes**

Upon graduation, Melkonian High School students, as educated renaissance individuals and global citizens in the 21<sup>st</sup> century, will have the following skills:

- Culturally: Understand and appreciate their own cultures and to respect the diversity of others
- Socially: Become active and compassionate citizens
- Economically: Become economically responsible and independent individuals
- Personally: Engage with the world within them as well as the world around them

They would gain the following competencies:

- Active Producers: Through hands-on-learning experiences, they would transform from being passive consumers to active producers in society.
- Synthesize Creative Thought: Thinking critically and problem solving through the ability to formulate, design, organize, and create their own work through the application of theories, concepts, and analytical methods.
- Informational Competency: the ability to find, evaluate, use, and communicate information in all its various formats. This includes computer literacy, library literacy, media literacy, technological literacy, ethics, and communication skills.
- Collaboration: Through the use of multicultural awareness and interpersonal skills, students will have a respect for diversity, compassion for their fellow humans, and interact positively with people from different backgrounds and lifestyles. MHS students will also have the ability to lead and to work cooperatively with others.

The intent is for MHS to be an educational environment that celebrates global cultures, creativity and excellence for all.

During the 2020-2021 school year, MHS will work cooperatively with the District and WASC to further examine the overarching goals in following years based on needs identified through the District and the WASC self-study.

**Specific, Measurable and Realistic Student Achievement Targets for the Anticipated Student Population: (SBAC scores, Graduation Rates (if applicable), Interim Assessments, etc.)**

- SBAC Scores
  - Each spring semester, as mandated by the state, the Smarter Balance Assessment Consortium will be administered to all eleventh-grade students at MHS and use the data to inform future planning.
- Interim Assessments
  - In accordance with PUSD policy, MHS will administer interim assessments to all students in ELA and Mathematics classes. We anticipate the inclusion of core Social Science and Next Generation Science Standards (NGSS) interim assessments to be mandated in the next five years. Following each assessment, content teams will meet to discuss the results and how the information will be used to inform instruction.
- PSAT
  - Beginning in the Fall of 2020, MHS will administer the Preliminary Scholastic Aptitude Test to all ninth through eleventh grade students. The counselors, college counselor, and ELA and Math teachers, will review the results of the PSAT with parents and students and use the results to help students understand their strengths and areas of improvement.
- CALIFORNIA DASHBOARD
  - Graduation Rate
    - MHS will collaborate diligently to ensure all learners are prepared to graduate
- A-G Progress Report
  - In order to graduate competitive and career ready, students need to complete A-G coursework with a grade of C or better

**When and How Often Student Outcomes will be Assessed** (including innovative components and any additional specific, measurable student outcomes that the Charter School will set for the students, and explain how these outcomes are consistent with the Charter School’s proposed instructional program.)

### **Frequency and Methods by which Students are Assessed**

MHS believes that assessment is an integral part of a successful instructional program. The following methods and tools are used to determine strengths and needs of students on an ongoing basis:

- Common Core State Standards will be reviewed annually through SBAC interim assessments. The results of which will inform instruction, teaching strategies, lesson units, professional development, projects development and identifying student strengths and needs. Analysis of our annual Smarter Balance Assessment Consortium will enable MHS to ensure that each student reaches proficiency in all subject areas and is on track for graduation.
- ELPAC: will be given initially to new incoming students whose home language survey indicates they have spoken or speak another language at home and have never attended a California public school to this point. This will measure the student's knowledge of English and provide guidance in their placement in appropriate English Language Development (or grade level English classes. The ELPAC will be given annually, in the Spring semester, to all English Learners in the Charter School according to the state and District guidelines to measure annual progress in English mastery of these students. The Reading Inventory, may be given bi-annually to all English Learners, measures basic skills in reading competency. This in conjunction with the ELPAC constitutes two indicators of English Language Development mastery.
- Periodic Assessments: MHS will retain its District policies with regard to Periodic Assessments. We may choose to use District assessments or design our own and will determine the timing of such assessments and coordinate with the Local District as part of our agreement. These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students perform.
- Performance Tasks/project-based: These assessments are ongoing and can better evaluate student mastery, individually over time, and in a variety of settings. Examples of these assessments include but are not limited to: DBQs (document-based questions tasks), portfolios, journals, work samples, homework, teacher-created tests, teacher observations, checklists, anecdotal records and publisher-provided assessments. Hands-on-learning is emphasized, as well as performance tasks, allow for meaningful application of essential knowledge and skills targeted by the SLOs.
- Informal Assessments: In conjunction with standardized and authentic assessments, performance task/projects, teachers also will use daily informal assessments from observations, weekly teacher-made quizzes and tests, class work and participation, and project assignments appropriate to areas of concern to guide instructions.

### **Data Analysis**

Departments will meet to discuss, evaluate, and review data by looking specifically at key standards and



addressing grade level remediation monthly. The Data and the Curriculum/Instruction and Professional Development committees will meet once a month to analyze school trends in the following areas: school wide instructional practice, professional development and intervention programs. The results of student work from performance tasks/projects, will be used to determine students' academic progress in A-G completion, graduation requirements, and mastery of course content standards. We will utilize equitable data analysis protocols and work toward triangulating this data. These processes will be used to identify and support students at risk or needing further support.

### C. Measurable Pupil Outcomes: Summative Assessment Performance Targets

In keeping with the MHS's aims to ensure the mastery of state standards, fulfilling A-G requirements in four years, and graduating students who are college competitive and career ready, we will use diagnostic formative and summative data to monitor student progress, measure student mastery of academic standards and student learner outcomes.

This data includes, but is not limited to:

- SBAC –Smarter Balanced Assessment Consortium – annually as implemented to grades 9-11
- Alternative Assessment - California Alternate Assessment (CAA)
- Progress on English Language Proficiency Assessments for California for English Learners – one level increase per year
- Reading Inventory for English Learners – twice annually to assess Reading lexile growth
- Advanced Placement (AP®) Examinations – annually
- Departmental final exams – twice a year
- SAT/ACT/ and PSAT (Grades 9-11) results – annually
- Attendance data – ongoing
- Quarterly grade analysis / A-G grade analysis
- Suspensions/Expulsion rates and analysis – ongoing
- Graduation rate – annually
- College acceptance data – annually
- Fitness Gram – grade 9
- School Experience Survey
- Interim Assessment (English & Math – annually) (Science & Social Sciences – annually if/when required by District)
- Results of student performance tasks/projects-based assessments – ongoing

Additionally, teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, performance tasks, project determine student progress.

The monitoring of student progress will be used to inform instruction and professional development on an ongoing basis. Individual teachers will monitor data as well as the Curriculum/Instruction and Professional Development Committee. The Charter Council monitors and analyzes data. Teachers additionally will meet with their departments for each interim assessment. This process identifies students who may be at risk and need additional support. The Curriculum/Instruction and Professional Development Committee working directly with the Charter Council will identify and align curricula, instructional materials, interventions, and assessments in each subject area.

The Charter Council will also monitor the success of programs and utilization of resources based on the California Dashboard, School Experience Survey, and information from other data to inform decisions for school improvement and school needs. Working together in a yearly process of review and revision, we will focus on data-driven instruction to ensure our students graduate in four years and are college-competitive and career ready.

Each Fall, the Educational Testing Service (ETS) will send Advanced Placement teachers an analysis of student performance on the exam administered the previous May. The data reveals the skills and objectives that students have mastered and provides areas for improvement. Teachers will use this information to modify their curriculum and instructional strategies.

The Curriculum/Instruction and Professional Development Committee will review the results of the Preliminary Scholastic Aptitude Test (PSAT) and uses the results to help departments understand student strengths and areas for improvement.

Academic counselors will use the results from final grades, Individualized Graduation Plans (IGP) goals, continuous academic monitoring, and teacher recommendations to assess student strengths and to recommend students for intervention, course modification, and credit recovery to meet appropriate academic rigor and ability.

Department meetings will include discussion for grade-level articulation, class and individual student academic needs, and use that information to plan their coordinated curricula accordingly.

The Physical Education Department will use the results from the Fitness Gram to develop strategies to increase student mastery in the areas tested. This includes, but is not limited to, aerobic capacity, body composition, muscular strength, endurance, and physical flexibility.

Interim assessments in Mathematics and English will inform student mastery of content standards and responding instruction.

#### D. Measuring Pupil Progress Towards Outcomes: Formative Assessment

While some assessments are mandated by the state and District, throughout the year, we will use a variety of assessments to monitor student achievement. Administrators, The Curriculum/Instruction and Professional Development Committee, department chairs, and program coordinators work with departments to review assessments and make instructional program decisions based upon the results.

We acknowledge that both formal and informal assessments are ongoing opportunities for teachers, parents and students to identify areas of strength and need. Authentic assessments based on Common Core Standards can evaluate the child over time and in a variety of settings.

MHS identifies the following in-house benchmarks to monitor student achievement and progress towards academic standards and student learner outcomes:

- teacher developed assignments,

- activities,
- homework/home-learning,
- classroom discussion/Socratic Seminar/Fishbowl etc.,
- student presentations, student-led conferences
- Document-Based Question (DBQ) responses and essays,
- lab experiments,
- student reflections,
- SQ3R Protocol,
- writing process,
- technology and/or software-supported collaborative learning,
- anecdotal records,
- journals,
- projects and research projects, exhibition of learning
- performance tasks,
- commercial and teacher developed tests,
- rubrics,
- criteria charts, and
- learning contracts, etc.

There is a systematic approach to help students move into, through, and beyond lessons. Warm-up activities help to assess prior knowledge and bridge lesson continuity. Assessments strategies such as laboratory experiments, scientific investigations, graphing, discussions, oral quizzes, Socratic seminars, cooperative learning, reciprocal teaching, and the writing process help to monitor student comprehension and retention of the materials. To assess student mastery of concepts, students analyze, interpret, synthesize, evaluate and produce original works. MHS shall ensure that its teachers review such student work products, along with the aforementioned data tools, to address student needs.

Using these assessments, instructors reteach skills and concepts with differentiated instruction based upon individual and group student outcomes. Educators will also share best practices in department meetings. MHS agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests.

### Testing Coordination Matrix

The following matrix is an example of how we will hold ourselves accountable for summative and formative testing.

Test	Date(s)	Makeup Date	Coordinator Tasks	Administrator/Proctor	Proctor Support
<b>ELPAC (Summative)</b>	Initial Year round  Summative Feb	March 1-8	EL Specialist Send digital letter (Email & Newsletter) to families prior to testing. February  Order tests on TOMS	EL Specialist & HWC Send results after testing. Deadline: April 1	Teacher Aides
<b>Teacher</b>	Regularity	Case by	Teacher of Subject	Teacher of Subject	Teacher



<b>Created Assessments (Formative)</b>		Case		<ul style="list-style-type: none"> <li>- Conduct tests</li> <li>- Need Training</li> </ul>	Aides
<b>Educator Created Assessments Rubrics (Formative)</b>	Regularly		All Team	All Team	
<b>SBAC Interim Assessment Blocks (Summative)</b>	Quarterly 9-12		ELA & Math	ELA & Math	
<b>Math (Formative/ Summative)</b>	Quarterly and as needed		Math	Math	
<b>Exhibition of Learning (Formative/ Summative)</b>	December May	N/A	Students All Team	Students All Team	Families
<b>PE Testing Fitnessgram (Annual)</b>	April Grade 9		Setup necessary time and materials	PE Teacher	
<b>End of Course Exams (Summative)</b>	December June	Case by case	Content Teacher	Content Teachers	
<b>Literacy Benchmarks (Diagnostic/ Formative)</b>	On-going		Setup software and computers	ELA	
<b>College Entrance Exams PSAT - SAT I/II ACT (Summative)</b>	October Grades 10 -12 And as needed for seniors	Is regularity updated on their website	<p>Register the school. Ensure you have all the permission setting to place the order online.</p> <p>Place orders in the Summer for delivery on time</p> <p>Read handbook and assign roles. Ensure all materials are packaged and sent according to protocol.</p>	Counselor	Teacher Aides
<b>CAST/ CAA 11<sup>TH</sup> (Summative)</b>	May Week 1	Last week of May	<p>Send digital letter (Email &amp; Newsletter) to families prior to testing. April</p> <p>Send results after testing. Deadline: July 1</p>	<p>Science Teacher</p> <ul style="list-style-type: none"> <li>- Meet with Principal in February for strategic planning</li> <li>- Conduct interim assessments Feb - April</li> </ul>	Teacher Aides

			Setup student accounts online and prepare necessary technology.  Complete a test run prior.	using the computer system as practice - Administer/proctor exam - Share results with Principal	
<b>SBAC/CAA Math 11<sup>TH</sup></b>  <b>(Summative)</b>	May Week 2	Last week of May	Send digital letter (Email & Newsletter) to families prior to testing. April  Send results after testing. Deadline: July 1  Setup student accounts online and prepare necessary technology.  Complete a test run prior.	Math Teacher - Meet with Principal in February for strategic planning - Conduct interim assessments Feb - April using the computer system as practice - Administer/proctor exam - Share results with Principal	Teacher Aides
<b>CAASPP/SBAC/CAA ELA 11<sup>TH</sup></b>  <b>(Summative)</b>	May Week 3	Last week of May	Send digital letter (Email & Newsletter) to families prior to testing. April  Send results after testing. Deadline: July 1  Setup student accounts online and prepare necessary technology.  Complete a test run prior.	English Language Arts Teacher - Meet with Principal in February for strategic planning - Conduct interim assessments Feb - April using the computer system as practice - Administer/proctor exam - Share results with Principal	Teacher Aid
<b>AP Exams (Summative)</b>	May Weeks 1&2		Order materials in time.  Follow Coordinator handbook for proper return.	AP Coordinator AP Course Teacher	DC

### E. [Data Analysis and Reporting](#)

MHS values data-based decision making to optimize our approach to meet the needs of all students, to monitor the Charter School’s progress and to establish and refine future goals and interventions.

The following Data Based Inquiry (DBI) Process will be used to analyze the data.

#### Data Based Inquiry (DBI) Process\*

\*i.e. COI - Circle of Inquiry; ROCI - Results Oriented Cycle of Inquiry; Inquiry for Equity

1. Work with the data that you have in front of you (see).
  - Focus on what is known. Describe what you see.
  - Surface and pose questions about what is unknown.
  - Use an issue bin to chart answers and additional data needed for future or additional DBI
2. Seek evidence to challenge or support assumptions each of us brings (think).



- Surface and name the assumptions you see, hear or feel.
  - Use data to check these assumptions.
  - Seek to identify potential connections between our assumptions at play and systemic patterns of reproduction and oppression (student expectations, test biases, etc.) within and about the data - not necessarily to disqualify, but rather to contextualize.
3. Identify the diverse perspectives each of us brings to the DBI (think-wonder)
- Ask questions of each other and the data.
  - Identify strengths - as well as biases within the group (i.e. roles related to data, data sources, students, or resulting action plans).
  - Surface and explore divergent perspectives to broaden and deepen analysis - and collective ownership.
4. Sit in the “here and now” of the DBI processes.
- Do not jump to “solutions” too quickly.
  - Allow core issues to be uncovered within the data in order to prioritize action steps.
  - We do not use DBI processes for process sake. Use the process to have the conversations we normally can, do or will not have.

Desired Student Outcomes and Theories of Learning are integral parts of data-based inquiry even though they are not displayed as a stage of the cycle. Refinement of these elements may happen at any stage of the cycle. In fact, these ideas should be revisited on a periodic basis in order to refine these elements.

Teachers and administrators will evaluate data from combined assessments and monitoring tools mentioned above to assess instructional materials, strategies, techniques, inform lesson development and project design. Data is also used to identify and prioritize professional development priorities and as topics for discussion within departments, career pathways, and instructional programs.

District assessment results and authentic assessments will be communicated to parents throughout the school year in a variety of ways, including emails, progress reports, grades, and online grade books.

School-wide data from the California Dashboard, interim assessments, annual testing, will also be shared at the monthly Charter Council meetings monthly in order to discuss upcoming program development and intervention priorities.

The SIS will be available for immediate access to grades, scores, attendance, etc. Ready access to this information provides stakeholders the ability to monitor performance and academic growth. Thus, intervention can take place in a timely manner. This information is also utilized to assist administration and teachers to analyze and examine data to develop an effective professional development program. This information is also used to identify students at risk and cluster these students in groups to receive additional support.

---

## *ELEMENT FOUR*

---

### Element 4 – Governance Structure

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

#### A. Governance Structure

Melkonian High School shall be a dependent charter school. The Pasadena Unified School District Board of Education shall be the governing body for MHS. MHS shall operate under the authorization, oversight and supervision of the District Board of Education.

To provide local guidance in the operations of the Charter School, a Charter Council shall be established, comprised of 5 to 9 members. The MHS Charter Council will serve as the local decision-making body of the Charter School and shall be comprised of parents of MHS students and community members. The Charter School Founders shall be ex-officio members of the Charter Council and will have the same rights and responsibilities as all other members of the Charter Council. The MHS Charter Council will meet regularly throughout each year.

Advisory committees may be formed to provide reports and/or recommendations to the MHS Charter Council in the areas of Charter School personnel, curriculum, instruction, assessment and intervention, budgets, professional development, student discipline, scheduling, campus facilities, use of school equipment, and staffing procedures.

The MHS Charter Council will conduct its business to further the Charter School’s educational program and support the LCAP goals. The Charter Council will also review and approve the Charter School LCAP each year based upon feedback from the various stakeholder groups.

#### B. Charter Council Duties and Responsibilities

The MHS Charter Council shall have the following duties, including, but not limited to:

- Approve budget and budget expenditures in accordance with all state and federal laws and regulations and the MHS charter;
- Hire, supervise, evaluate, discipline, and dismiss the Principal of the Charter School, in collaboration with PUSD;
- Hire, promote, discipline and dismiss all employees of the Charter School, in collaboration with PUSD, after consideration of a recommendation by the Principal;
- Regularly measure progress of both student and staff performance;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- All other duties as outlined in the MHS Charter Council Bylaws and/or the charter;

- Oversee the curriculum content and its implementation.

### C. Principal

The Principal will be the leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal will report directly to the Charter Council and the District Board of Education. The Principal is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Principal shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the District Board of Education and MHS Charter Council;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the MHS Charter Council and/or District Board of Education;
- Complete and submit required documents as requested or required by the charter and/or MHS Charter Council and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;



- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Charter Council to a business administrator of the Charter School, other appropriate employee, or third party provider.

#### D. Parental Involvement in Governance

Broad-based involvement by different stakeholder constituencies at MHS, including the parents/guardians of MHS student, will be crucial to its leadership, management and governance. Ongoing and consistent parental involvement will enable MHS to continue to implement its educational mission, vision, strategic plan and school-wide goals in accordance with its governance structure. MHS will encourage parents/guardians of students to participate in MHS's governance through its Charter Council, English Learner Advisory Committee ("ELAC"), and Parent Teacher Organization ("PTO"). The Charter School will also provide a myriad of school site activities at which parents/guardians may volunteer.

Parents will have the opportunity to participate in additional advisory groups. The Charter School shall establish an English Learner Advisory Committee, on which parents of ELs can serve, to make recommendations and discuss mandated state topics pertaining to ELs.

Throughout the year, the Charter School will hold Back-to-School Night, Open House, and other hosted opportunities to present about MHS and its educational program to parents and the communities. Back-to-School Night will afford parents the opportunity to meet with their children's teachers to go over course expectations; parent conferences and Open House provide occasions to discuss one-on-one issues concerning student performance.

MHS may create additional committees for support and action, based on the needs of the student body and the Charter School community. Such committees may include, but not be limited to the following: Parent/Student Support Committee, Event Committee, Fundraising Committee, Student Services Committee, Community Outreach Committee, etc.). Committees may be composed of Charter School staff, and parents/guardians of MHS students.

A high value will be placed on all stakeholder engagement, so that every opportunity is provided for stakeholders to be active participants.

---

## *ELEMENT FIVE*

---

### Element 5 – Employee Qualifications

*Governing Law: The qualifications to be met by individuals to be employed by the charter school. (Ed. Code §47605(c)(5)(E).)*

The Charter School will recruit well qualified personnel to serve in administrative, instructional and non-instructional capacities at the Charter School. All employees will meet the specific qualifications for employment outlined in their respective job descriptions. A summary of the qualifications of the key Charter School employees are included below.

#### A. Employee Qualifications

##### 1. Principal

The Charter School Principal will be the instructional leader at the Charter School and will be responsible for implementing the educational program and helping students achieve the outcomes outlined in this charter petition. The Principal will have the following qualifications:

- Master’s or Doctoral Degree
- Minimum of two (2) years administrative experience required, preferably at the high school level
- Minimum of five (5) years teaching experience required, preferably at the high school level
- CA Teaching Credential
- Administrative Services Credential
- Speaks Armenian Fluently

##### 2. Teachers

MHS shall ensure that teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School and/or the District 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. MHS will maintain a 25:1 student to teacher ratio.

##### 3. EL Specialist/Coordinator

MHS intends to hire a part-time EL Specialist/Coordinator. The EL Specialist/Coordinator will meet the qualifications described in the respective job description.



4. School Psychologist

MHS intends to hire a part-time school psychologist for IEP meetings and evaluations. The School Psychologist will meet the qualifications described in the respective job description.

5. Non-Instructional Staff

All non-instructional staff will meet the qualifications described in the job descriptions for their respective positions.



## Element 6 – Health and Safety Procedures

*Governing Law: 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:*

*That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*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.*

*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).)*

In order to provide safety for all students and staff, the Charter School 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 and the District. The following is a summary of the health and safety policies of the Charter School:

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter Council on a regular basis. The District shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Tuberculosis Risk Assessment and Examination**

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

## **Immunizations**

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

## **Medication in School**

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

## **Vision, Hearing, and Scoliosis**

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

## **Suicide Prevention Policy**

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

## **Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

## **Feminine Hygiene Products**

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

## **Nutritionally Adequate Free or Reduced-Price Meal**

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

## **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).



## **School Safety Plan**

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

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

## **Emergency Preparedness**

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

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

## **Bloodborne Pathogens**

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

## **Drug-, Alcohol-, and Smoke-Free Environment**

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

## **Facility Safety**

The Charter School 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 District (if at District facilities).

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall 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 the Charter School's anti-discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

### **Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school-site employees and all other school-site employees who have regular interaction with children.



---

## *ELEMENT SEVEN*

---

### Element 7 – Student Population Balance

*Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including 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).)*

The Charter School will work toward achieving a balance of racial and ethnic students, special education students, and English Learners, that is reflective of the general population residing within the territorial jurisdiction of the Pasadena Unified School District.

MHS will implement student recruitment strategies and procedures that include, but is not limited to, the following:

- Provide information in multiple languages
- Outreach through local organizations
- Local and neighboring newspaper publications
- Online presence
- Open houses for the community
- Pattern with local feeder schools
- On campus events for interested families
- Connect with different racial/ethnic groups and organizations

---

## *ELEMENT EIGHT*

---

### Element 8 – Admission Policies and Procedures

*Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). (Ed. Code § 47605(c)(5)(H).)*

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

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

In accordance with Education Code Section 47605(e)(4)(A), the 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 Education Code Section 47605(e)(2)(B)(iii), including 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. Similarly, in accordance with Section 47605(e)(4)(C), the 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 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), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

#### **Enrollment, Lottery Preferences, and Procedures**

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

1. Children of Founders' of the Charter School<sup>6</sup>
2. Siblings of students admitted to or attending the Charter School
3. Siblings of students who have previously graduated from the Charter School
4. Children of MHS staff
5. Residents of the District
6. All other applicants

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

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

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

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

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

---

<sup>6</sup> Founders include the lead petitioners Maro Yacoubian and Arsine Shirvanian.

---

## *ELEMENT NINE*

---

### Element 9 – Annual Financial Audits

*Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. (Ed. Code §47605(b)(5)(l).)*

MHS intends to be included in the annual audit of PUSD. MHS and PUSD shall ensure that an annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). MHS and PUSD shall ensure the books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The MHS Charter Council will review any audit exceptions or deficiencies and will work with the District CFO or designee to resolve them. Any disputes regarding the resolutions of audit exceptions will be resolved using the dispute resolution procedures outlined in this charter.

MHS will comply with all applicable state and federal accounting and reporting requirements.

MHS reserves the right to conduct an additional audit at its own expense at any time it deems necessary. This audit will employ generally accepted auditing accounting principles and will be conducted by an independent auditor, who will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider.

PUSD will transmit a copy of its annual independent financial audit, which includes MHS, to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.



## Element 10 – Suspension and Expulsion Procedures

*Governing Law: 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 school days 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).)*

The Charter School will maintain a suspension and expulsion policy, which aligns with District policy, to promote learning and protect the safety and well-being of all students at the Charter School. The policy shall be approved by the Charter Council and shall be distributed to MHS students and their parents/guardians on an annual basis.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student 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 basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

---

## *ELEMENT ELEVEN*

---

### Element 11 – Employee Retirement Systems

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

Certificated employees working at the Charter School will participate in the California State Teachers' Retirement System in the same manner as all other employees of their classification in the District.

All non-certificated employees working at the Charter School will participate in the California Public Employees' Retirement System in the same manner as all other employees of their classification in the District.

All other employees will participate in federal social security.

The Principal and District staff will be responsible for ensuring appropriate contributions are made to the respective retirement systems.

---

## *ELEMENT TWELVE*

---

### Element 12 – Public School Attendance Alternatives

*Governing Law: 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).)*

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



---

## *ELEMENT THIRTEEN*

---

### Element 13 – Rights of District Employees

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

No public school district employee shall be required to work at the Charter School. As a dependent charter school, certificated and non-certificated employees of MHS will be considered employees of the District and shall have the same rights as all other District staff with regard to transfers to other District schools and other benefits contained in contracts negotiated by their respective bargaining unit(s). Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

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

## Element 14 – Mandatory Dispute Resolution

*Governing Law: 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 the District**

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

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

In the event of a dispute between the Charter School and the District, Charter School staff, employees, members of the MHS Charter Council and members of the District Board of Education agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

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

## **Internal Disputes**

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



## Element 15 – Charter School Closure Procedures

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

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

Closure of the Charter School will be documented by official action of the MHS Charter Council and the District Board of Education. The action will identify the reason for closure. The official action will also identify the District as the entity responsible for closure-related activities, and will appoint a person or persons responsible for closure activities.

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

The Charter School 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 the Charter School.

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure.

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

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

The District will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, shall be retained by the District. 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.

Closure of the Charter School will be documented by official action of the MHS Charter Council and the District Board of Education. The action will identify the reason for closure. The official action will also identify the District as the entity responsible for closure-related activities, and will appoint a person or persons responsible for closure activities.

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

The Charter School 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 the Charter School.

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student



records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure.

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

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

The District will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, shall be retained by the District. 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.



---

## MISCELLANEOUS CHARTER PROVISIONS

---

### A. Budgets and Financial Reporting

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

Attached, as Appendix 1, please find the following documents:

- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

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

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

1. By July 1, a preliminary budget for the current fiscal year. 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.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

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

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

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

All funds received by the District for MHS shall be maintained in an account separate from the District's general fund. Funds directed for the Charter School shall be jointly managed by the MHS Charter Council and PUSD.

#### B. Administrative Services

*Governing Law: The manner in which administrative services of the charter school are to be provided. (Ed. Code § 47605(h).)*

The Charter School shall utilize the administrative services of the District, including, but not limited to, financial management, accounts payable/receivable, payroll, and human resources.

#### C. Facilities

*Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. (Ed. Code § 47605(h).)*

The Charter School shall utilize District facilities during the term of the charter. The Charter School's school site will be determined by PUSD in collaboration with lead petitioners. The Charter School and the District shall ensure that the identified school site and facilities can sufficiently serve the needs of the Charter School and its intended program, as described in the charter. The Charter School shall comply with all applicable federal and state laws and regulations, and any applicable District policies and procedures.

#### D. Potential Civil Liability Effects

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. (Ed. Code § 47605(h).)*

The Charter School 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 minimize any risk of liability to the District for the operation of the Charter School.

The District will institute appropriate risk management practices and shall maintain appropriate insurance policies for the operation of the Charter School.



---

## *CONCLUSION*

---

### Conclusion

By approving this charter, PUSD will be fulfilling the intent of the Charter Schools Act of 1992 to: improve pupil learning, create new professional development opportunities for teachers, provide parents and pupils with expanded choices in education and follow the directive of law to encourage the creation of charter schools.

The Petitioners are eager to work independently, yet cooperatively with PUSD to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with PUSD to answer any concerns regarding this document and to present PUSD with the strongest possible proposal requesting a five-year term from July 1, 2020 through June 30, 2025.

# Appendix 1: Budget Documents

**Melkonian High School - Charter**  
**Multi-year Projection**  
**As of Jul FY2020**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Assumptions</b>
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	
<b>REVENUE</b>				
LCFF Entitlement	2,504,681	3,234,814	4,168,484	See Funding Detail
Education Protection Account Revenue	47,600	59,400	74,200	See Funding Detail
Charter Schools Funding In-Lieu of Property Taxes	-	-	-	See Funding Detail
Grants	250,000	50,000	50,000	
Fundraising	300,000	200,000	200,000	
MGO Supporting Foundation Reserve	200,000	-	-	
<b>Total Revenue</b>	<b>3,302,281</b>	<b>3,544,214</b>	<b>4,492,684</b>	
<b>EXPENSES</b>				
<b>Certificated Salaries</b>				
Teachers Salaries	550,000	736,450	933,592	Avg Salary of \$55K, 3% ann. Increase, see assumptions for teacher ratio
Teacher - Substitute Pay	20,000	25,000	30,000	per Ararat charter
Teacher - Special Ed	-	90,000	92,700	
Teacher - Focus programs & sports	385,000	427,450	623,150	See Assumptions
Certificated Supervisor & Administrator Salaries	365,000	375,950	387,229	See Assumptions
<b>SUBTOTAL - Certificated Salaries</b>	<b>1,320,000</b>	<b>1,654,850</b>	<b>2,066,671</b>	
<b>Classified Salaries</b>				
Classified Other Salaries	275,000	283,250	291,748	See Assumptions
<b>SUBTOTAL - Classified Salaries</b>	<b>275,000</b>	<b>283,250</b>	<b>291,748</b>	
<b>Employee Benefits</b>				
STRS - Certified Staff	242,880	304,492	380,267	18.4% per CalSTRS site
PERS - Classified Staff	25,850	26,626	27,424	9.4% per Ararat Charter
OASDI-Medicare-Alternative	39,078	47,483	57,781	1.45% Medicare & 1% SDI
Health & Welfare Benefits	191,400	232,572	283,010	12% of Salaries
Unemployment Insurance	23,925	29,072	35,376	1.5% of salaries
Workers Comp Insurance	20,735	25,195	30,659	1.3% of salaries
<b>SUBTOTAL - Employee Benefits</b>	<b>543,868</b>	<b>665,440</b>	<b>814,519</b>	
<b>Total Salaries &amp; Benefits</b>	<b>2,138,868</b>	<b>2,603,540</b>	<b>3,172,937</b>	
<b>Books &amp; Supplies</b>				
Texts and instructional materials \$125 per student	31,250	39,063	48,828	
Other Books & Reference Materials \$75 per student	18,750	23,438	29,297	
Custodial Supplies	10,000	10,000	10,000	
Instructional Materials & Supplies \$500 per teacher	5,000	6,250	7,813	
Office Supplies	10,000	10,000	10,000	
Classroom & Office & Equipment	50,000	50,000	50,000	
<b>SUBTOTAL - Books and Supplies</b>	<b>125,000</b>	<b>138,750</b>	<b>155,938</b>	
<b>Services &amp; Other Operating Expenses</b>				
Student Food Services \$200 per student	47,500	59,375	74,219	
Travel & Conferences	20,000	20,000	20,000	
Professional Development \$1,500 per cert staff	21,000	24,750	29,438	
Dues & Memberships	5,000	5,000	5,000	
Insurance (Liability)	15,000	15,000	15,000	
Equipment Leases (Copier, phone system)	20,000	20,000	20,000	
Prop 39 Related Costs (property lease)	-	-	-	
Repairs and Maintenance - Building	10,000	10,000	10,000	
Accounting Fees	5,000	5,000	5,000	
Banking Fees	360	360	360	
Business Services	83,750	86,350	86,350	
Consultants - Instructional	3,000	3,000	3,000	
Consultants - Non Instructional - Custom 1	10,000	10,000	10,000	
Field Trips Expenses	5,000	5,000	5,000	
Fines and Penalties	50	50	50	
Fingerprinting	1,500	1,500	1,500	
Fundraising Expenses	5,000	5,000	5,000	
Legal Fees	10,000	10,000	10,000	
Marketing and Student Recruiting	10,000	10,000	10,000	
Payroll Fees	5,000	5,000	5,000	
Student Activities	20,000	20,000	20,000	
Student Information System	20,000	20,000	20,000	
Technology Services	10,000	10,000	10,000	
Miscellaneous Operating Expenses	3,000	3,000	3,000	
Communications	10,000	10,000	10,000	
Postage and Delivery	2,000	2,000	2,000	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>342,160</b>	<b>360,385</b>	<b>379,916</b>	
<b>Total Operating Expenses</b>	<b>467,160</b>	<b>499,135</b>	<b>535,854</b>	
<b>TOTAL EXPENSES</b>	<b>2,606,028</b>	<b>3,102,675</b>	<b>3,708,790</b>	
<b>NET OPERATING INCOME/(LOSS)</b>	<b>696,254</b>	<b>441,539</b>	<b>783,893</b>	
Start-Up expenses	495,919			
<b>Initial Grant Fund needed</b>	<b>200,335</b>			

**Key Assumptions**

Enrollment	250	313	391
ADA %	95%	95%	95%
ADA Enrollment	238	297	371

**School Information**

Student to Teacher ratio	25:1	25:1	25:1
# of Teachers	<b>10</b>	<b>13</b>	<b>16</b>
Certificated Pay Increases	3%	3%	3%
Classified Pay Increases	3%	3%	3%
# of school days	180	180	180
# of Supervisory/Cert staff	<b>4</b>	<b>4</b>	<b>4</b>

Yr20/21	Yr21/22	Yr22/23
English (2)	English (3)	English (4)
Math (2)	Math (3)	Math (4)
Science (2)	Science (3)	Science (3)
History (2)	History (2)	History (3)
<u>Armenian (2)</u>	<u>Armenian (2)</u>	<u>Armenian (2)</u>
Total (10)	Total (13)	Total (16)

**Salary Information**

Certified Supervisor & Admin Salary			
Principal	130,000		
Dean	80,000		
College Counselor	70,000		
EL Specialist - part time	40,000		
Spec Ed/Psych Counselor 1/2 pe	45,000		
	<u>365,000</u>	Total	<b>4</b>

*Used avg salary of \$55,000 per teacher from PUSD Website*

Teachers - Focus programs & sports	Yr20/21	Yr21/22	Yr22/23
Dance/Drama/Art	50,000	50,000	60,000
Part-time instructor	30,000	30,000	60,000
IT Teacher/Support	70,000	70,000	140,000
Language (spanish) part time	30,000	60,000	60,000
Athletics (*)			
Director	65,000	65,000	65,000
Basketball Coach 3+volunteer	70,000	70,000	100,000
Volleyball Coach 2+volunteer	50,000	50,000	70,000
Soccer Coach 1+volunteer	20,000	20,000	50,000
	<u>385,000</u>	<u>415,000</u>	<u>605,000</u>

\*Sports is recommended to go under PUSD larger campus High School

**Classified Staff**

Administrator	45,000
Office Clerk	35,000
Security	40,000
Janitor	35,000
Business/Acctg	45,000
Cafeteria (2)	75,000
	<u>275,000</u>

LCFF Calculator

Enrollment (CALPADS Fall 1)

ADA Percentage

**AVERAGE DAILY ATTENDANCE (ADA)**

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

Total

	FY20-21	FY21-22	FY22-23	
	250	313	391	Assumes a 25% growth in enrollment
	95%	95%	95%	
	-	-	-	
	-	-	-	
	-	-	-	
	237.50	296.88	371.09	
Total	238	297	371	

LCFF Revenue (per Charter school sample with yr20 COLA)
Education Protection Account Revenue (per Charter school sample)
Charter Schools Funding In-Lieu of Property Taxes

	Funding Rates	Funding Rates	Funding Rates	Annual COLA (per by Dept of Finance)		
				FY20-21	FY21-22	FY22-23
\$	10,523.87	10,891.63	11,235.81	3.00%	2.80%	3.16%
\$	200.00	200.00	200.00			
\$	-	-	-			

<b>LCFF Funding</b>	2,504,681	3,234,814	4,168,484
<b>EPA</b>	47,600	59,400	74,200
<b>ILPT</b>	-	-	-
<b>Total</b>	2,652,281	3,294,214	4,242,684

**Amounts****Start-up Supplies/Equipment**

Desks/Chairs		included in lease
Office furniture	20,000	
Copier/printer	5,000	
Filing cabinets	5,000	
Smart boards/boards	90,000	15x \$6,000 per room
projectors	2,500	5 x \$500 each
lab equipment	100,000	
Computers	50,000	50 computer x \$1,000 each
Piano	15,000	
Musical Instruments	20,000	
Phone System- up front fee	10,000	
Textbooks	50,000	
Instructional material & supplies	10,000	
Marketing /Advertising	10,000	
kitchen/cafeteria equipment	25,000	partial included in lease
athletic equipment & uniforms	15,000	
Total	<u>427,500</u>	

**Start-Up Salaries**

Principal (pre opening Apr-Jun)	43,290	(1/4 salary + 33.2% benefits)
Administrator (pre opening Apr-Jun)	14,135	(1/4 salary + 25.65% benefits)
Clerical(pre opening Apr-Jun)	10,994	(1/4 salary + 25.65% benefits)
Total	<u>68,419</u>	

**Total Start-Up Expenses**495,919

**Amounts****Start-up Supplies/Equipment**

Desks/Chairs	5,000	included in lease
Office furniture	10,000	
Copier/printer	5,000	
Filing cabinets	5,000	
Smart boards/boards	57,600	12x \$4,500 per room
projectors	2,500	5 x \$500 each
lab equipment	70,000	
Computers	40,000	50 computer x \$800 each
Piano	15,000	
Musical Instruments	20,000	
Phone System- up front fee	10,000	
Textbooks	20,000	
Instructional material & supplies	5,000	
Marketing /Advertising	5,000	
kitchen/cafeteria equipment	25,000	partial included in lease
athletic equipment & uniforms	-	
Total	<u>295,100</u>	

**Start-Up Salaries**

Principal (pre opening Apr-Jun)	28,860	(2 month salary + 33.2% benefits)
Administrator (pre opening Apr-Jun)	9,424	(2 month salary + 25.65% benefits)
Clerical(pre opening Apr-Jun)	7,329	(2 month salary + 25.65% benefits)
Total	<u>45,613</u>	

**Total Start-Up Expenses**340,713

# Appendix 2: Teacher Signatures

**Signature Page for Teachers**

We the undersigned believe that the attached charter for the creation of Melkonian High School (the "Charter School") merits consideration and hereby petition the governing board of the Pasadena Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

**By the Lead Petitioners:**

Arsine Shirvanian  
Name

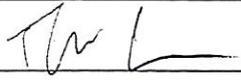
  
Signature 2-13-20  
Date

Maro Yacoubian  
Name

  
Signature 2/16/2020  
Date

The petitioners recognize Arsin Shirvanian and Maro Yacoubian as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Pasadena Unified School District governing board.

**By the Petitioners:**

Print Name	Signature	Date	Credentials Held	Phone Number
NORAYR DADURYAN		2.5.2020	In process (06-01-20)	626-683 72 11
Rodrigo H. Flores		05 February 2020	In progress (06-01-20)	(323) 809-7977
Zachary Safi		02/05/2020	Admin Services Credential	626-622-4474
Eric Robinson		02/05/2020	In progress (6/1/2020)	(626) 644-5541
Thomas Wiebe		02.05.2020	Oregon Credential	503-459-3002







