MIT Academy High School Charter
2016-2021

Submitted to Vallejo City Unified School District

with additional materials for the VCUSD Board of Directors' consideration of reauthorization of MIT Academy High School

October 14, 2015

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Charter
of the
MIT Academy High School
A California Public Charter School and Non-Profit Organization

Element 1. The Educational Program: Education Code 47605(b)(5)(A)(i)

MIT Academy High School provides a unique opportunity to demonstrate the high level of academic and personal achievement that can be reached by all students—despite their backgrounds—when high expectations, excellent curriculum, research-based methodology, strong learning support programs, and parent support form the foundation of a small school that enables students to become self-motivated, competent, and lifelong learners.

Educational philosophy

Target students/students to be served: The Mare Island Technology (MIT) Academy High School serves the unique needs of students in grades 9-12. For high school students to experience academic and personal success, we must ensure that they have positive, supportive, and caring interaction with adults and peers. We must hold high expectations and provide support for demonstrated achievement. And we must ensure that they participate in meaningful ways in the school and community, building leadership skills.

MIT Academy insists on success for all students, many of whom are under-prepared, under-achieving (see AB 1137 data), or under-challenged. Marshaling the knowledge and skills of our stakeholders, we ensure that all students have access to learning that will prepare them for post-secondary education/training, for the 21st century's global workplace, and for a satisfying and productive life. For students who underachieving, MIT offers supports through both parallel classes and intervention classes, as well as Advancement Via Individual Determination (AVID). For students seeking a greater challenge, MIT has offered online honors and Advanced Placement courses to students, as well as urging them to take challenging courses for the nine college units they are required to complete for graduation. Beginning next year, MIT Academy High School will offer two Advanced Placement courses on campus.

Demographics: The demographics of last year's MITA's high school students are shown in the chart below in relation to the ethnic/racial disaggregation for VCUSD's high school students. If historically underachieving races/ethnicities (African-American, American Indian, Hispanic/Latino, Pacific Islander) are viewed as one group and historically higher performing races/ethnicities (Asian, Filipino, White) are viewed as a second group, MIT has a somewhat larger percentage of historically underachieving students that VCUSD: 68% compared to 65% in VCUSD. However, essentially the charter school and the VCUSD high schools serve the same population demographic.

2014-2015 Disaggregated Enrollment for Race/Ethnicity

High Schools	Enroll-ment	African Amer	Amer Indian	Asian	Filipino	Hispanic	Pacific Islander	White	2+	None Reported
VCUSD: Bethel/ Vallejo	3550	1098 (31%)	15 (<1%)	84 (2%)	785 (22%)	1148 (32%)	66 (2%)	257 (7%)	67 (2%)	30 (1%)
MIT Academy	379	71 (19%)	2 (<1%)	10 (3%)	61 (16%)	182 (48%)	4 (1%)	48 (13%)	1 (<1%)	0

An educated person. An educated person in the 21st century must
1. Possess the knowledge, critical thinking, and creativity to succeed in college and careers, particularly addressing issues related to communication, mathematics, and science, to apply historical knowledge to current situations locally and globally, to lead and advocate for a healthy lifestyle, and to interact with the world of the arts;
2. Be able to access and effectively use information from a variety of existing and emerging technology; and
3. Be a life-long learner and an active citizen.

To ensure that all students entering MIT High School graduate as "educated persons," MIT Academy High School will…
1. Teach the knowledge and critical thinking skills and promote the creativity and problem-solving skills required for success in college and careers in the following disciplines:
   a. Communication—English: MIT Academy teaches reading, writing, listening, and speaking to the Common Core State Standards in grades 9-12. Students who need extra help in reading and appropriate English Learners receive intervention through READ 180 and System 44, the only high school reading programs research-validated and recommended by the U.S. Department of Education. These reading programs are taught in addition to the regular English course.
   b. Communication—World Languages. Students also learn communication skills in a language other than English through the graduation requirement for completion of three years of study; Mandarin and Spanish at levels from introductory through Advanced Placement are offered on campus.
   c. Mathematics: Students master the Common Core State Standards through mathematics courses ranging from Algebra 1 through AP Calculus and support for success in College Statistics. Students are required to complete three years of mathematics for graduation (two years beyond Algebra I.) Those who need extra help in mathematics receive intervention through Math Workshop courses aligned to their regular mathematics course. Tutors provide additional support.
   d. Science: The New Generation Science Standards (and Common Core State Standards for science literacy) are featured in MIT Academy science courses. Students are required to complete two years of laboratory science for graduation; most students take three science courses.

     e. Social studies: Students address California standards (and Common Core State Standards for social studies literacy) in 3.5 years of required history/government.

     f. Arts: Students complete a year of traditional or digital arts studies to provide a variety of perspectives outside their daily world.

2. Teach advanced technology skills through a variety of coursework in graphics, programming, robotics, specific advanced software applications. MIT Academy features four technology pathways in Robotics, Game Design, Digital Art, and Programming. Technology courses feature the California CTE standards in IT and digital art (and the Common Core State Standards for technical literacy.) Additionally, at least two college technology courses are taught on campus each year. Students are required to complete two advanced skill courses for graduation.

3. Assist students to gain skills as lifelong learners and responsible citizens by requiring 140 hours of community service/service learning to engender an understanding of active citizenry, a 35 hour senior internship to promote community engagement and career awareness, and completion of at least nine college units to begin students on the path of becoming a life-long learner.

This ultimate goal of producing graduates who are "educated persons" is captured in the vision, mission, and fundamental principles of the school.

    Our Vision: MIT Academy is a school where students, parents, staff, and board are mutually respected, active partners in achieving success for every young adult. With technology and creativity to enhance the learning process, students graduate with leadership skills and excellent preparation for continued education. Our high academic standards are made possible by a safe and disciplined environment that allows learning to be meaningful, engaging, and fun

    The MIT Board, staff, and parents form a trusting and nurturing partnership characterized by honest, open communication and a respectful, enthusiastic, optimistic, and open-minded approach. MIT Academy is an effective and diverse organization that is an asset to the community.

    Our Mission: Success for All Students: The mission of the Mare Island Technology (MIT) Academy High School is to challenge and empower our diverse community of young people, 9th through 12th grade, to master a rigorous, interconnected curriculum that equips them with exceptional academic, technological, social, and life skills and enables them to become self-motivated, competent, lifelong learners.

    With parent, staff, and community involvement, MIT provides accountability in a nurturing and stimulating learning environment that extends beyond the classroom, building a commitment to our local and global communities. An MIT Academy High School graduate will exemplify personal excellence with a curiosity and passion for learning.

    Our Uniqueness: Fundamental Principles: MIT Academy High School embraces fundamental principles based on research and key high school reform strategies, primarily the U.S. Department of Education "New American High School"

model endorsed by the California Department of Education. These guidelines call for high schools to demonstrate a dozen key characteristics:

1. All the core activities of the school concentrate on student learning and achievement
2. All students are expected to master the same rigorous academic materials. High expectations are established for student achievement.
3. Staff development and planning emphasize student learning and achievement
4. The curricula are challenging, relevant and cover material in depth.
5. Schools are using new forms of assessment.
6. Students get extra support from adults.
7. Students learn about careers and college opportunities through real-life experiences, supported by the AVID program and schoolwide strategies.
8. Schools create small, highly personalized and safe learning environments.
9. Students have opportunities to gain computer and other technical skills.
10. Periods of instruction are longer and more flexible.
11. Strong partnerships are forged with middle schools and colleges.
12. Schools form active alliances with parents, employers, community members and policy makers to promote student learning and ensure accountability for results.

The standards guiding MIT High School's curricular structure are the Common Core State Standards for English/Language Arts and Mathematics, the New Generation Science Standards for Science, and the California State Standards for Social Science, Arts, Physical Education, World Languages, and Career-Technical education.

How learning best occurs: Research supports the fact that learning best occurs when learners are motivated, learning is experiential, and the most effective teaching strategies are used. The latter have been summarized by Marzano et al in a series of publications from the Mid-continent Research for Education and Learning (McREL) and ASCD, including *The Art and Science of Teaching* and *What Works in Schools* and are incorporated into MIT Academy High School instruction. The way learning best occurs are captured in the MIT design standards detailed below.

MIT design standards: Standards governing three key areas of school philosophy and operations are detailed below for governing programs and curriculum, professional teaching standards, and school improvement standards.

Standards Governing Programs and Curriculum: MIT stakeholders recognize that curriculum lies at the heart of a standards-based approach to teaching and learning. The following five standards govern the design, implementation, and evaluation of programs and curriculum.

1. Common core curriculum. Every MIT student pursues a common, comprehensive academic core curriculum. This common, core curriculum allows all students to master the Common Core State Standards, New Generation Science Standards, and state academic content standards; pass the California High School Exit Examination, and meet or exceed the requirements for admission to the UC/CSU

systems. This is particularly important for students who are from racial/ethnic groups underrepresented in higher education. All students graduate with a thorough, functional, user knowledge of common workplace technology and a degree of advanced technology skill in a student-chosen area. Additionally, students successfully complete one or more of the following: significant internship experience, major community service project, self-directed or partnership entrepreneurial venture, and/or rigorous Senior Investigative Project. Students must also earn at least 9 college units prior to graduation.

2. Authentic learning. The learning environment provides MIT graduates with skills they need for the future. The High School features collaborative, authentic learning experiences marked by individual and group accountability and including elements of service learning and leadership skill-building. Students focus on problem- and project-based learning that incorporates the teaching of metacognition. By giving students significant choices, building incrementally over time, they master the techniques of self-disciplined learning and project organization.

3. Grounded in adolescent development. The MIT curriculum reflects the intellectual, physical, social, and emotional development of adolescents and is grounded in a positive view that respects their growing abilities, independence, and leadership. Students are provided opportunities to explore the arts, sports/games, and other areas of learning in co-curricular activities and through community college courses. Advisement is a weekly feature.

4. MIT students are provided with instruction and support that develops the talents and promotes the achievement of all students. MIT Academy High School provides a small and nurturing school environment in which every student has the personal contact with staff that promotes high levels of achievement. Students are given extra support through after school seminars and in-school study groups. Teachers coach students to build the skills necessary for the major projects required for graduation.

5. Extra curricular and extended day/year activities. MIT offers whatever extra-curricular activities generate sufficient student and adult interest to make the activity self-sustaining. Thus MIT provides facilities and non-financial support for students and adults to initiate and maintain interest-based clubs, competitive or non-competitive arts or sports teams, etc. Summer school focuses on both enrichment and intervention, with a variety of on-campus college courses, online high school courses, and credit recovery courses operating simultaneously When available, MIT Academy offers financial support for these activities through various after school program funding.

Professional Teaching Standards: MIT Academy High School is committed to selecting, developing, and supporting instructors who are committed to teaching young people with diverse talents and needs; who are able to create and deliver engaging, standards-based, project-oriented curriculum and instruction; and who serve as positive role models for students. Four standards, based on the California Standards for the Teaching Profession, help ensure that the MIT Academy High School is known for excellence in teaching:

1. Teachers engage and support all students in learning. MIT Academy High School teachers provide access to high-level learning for all students, encouraging them to use a variety of skills/abilities to complete learning activities. They use "ramping up" rather than remedial approaches to address individual needs of underachieving students and employ technology to provide engaging, "real-world" learning experiences and promote self-directed, reflective learning. All teachers are trained in AVID strategies to ensure consistent, effective support for all learners.

2. Teachers create and maintain effective environments for student learning. MIT teachers will establish a classroom climate that reflects fairness and respect. They will establish and maintain clear standards for student behavior and fully implemented classroom/schoolwide routines that support student learning.

3. Teachers organize subject matter for student learning. MIT teachers demonstrate knowledge of subject matter content, organizing curriculum to promote understanding, making connections within and across disciplines, and using technology and contextual approaches to make subject matter accessible to students.

4. Teachers plan and design learning experiences that engage all students. MIT teachers draw upon and value students' backgrounds, interests, and developmental learning needs. They select and design instructional strategies and materials to address performance standards and communicate standards-based learning goals and student progress to all students and families. They utilize a variety of standards-based assessment practices and will involve students in assessing their own learning. Individual teachers and the school as a whole use assessment results to guide instruction and program. Data-driven decision-making (D^3M) is the norm.

__School Improvement Standards__: MIT Academy High School stakeholders guide program development and on-going organizational renewal and evaluation through analysis of progress toward achieving three school improvement goals aligned with the Local Control and Accountability Plan:
- Goal 1: To improve the conditions of learning for students (State priorities 1, 2, and 7).
- Goal 2: To improve pupil outcomes for all students, allowing them to become self-motivated, competent, and lifelong learners (State priorities 4 and 8).
- Goal 3: To improve engagement for all students and parents/guardians (State priorities 3, 5, and 6).

Progress in achieving these goals is determined by the stakeholders through the annual Strategic Planning Process, using data-driven decision making (D^3M) to analyze the data and determine appropriate responses.

Goal 1: To improve the conditions of learning for students. Basic services are measured through teacher assignment, student access to instructional materials, and adequacy of facilities; implementation of CCSS is measured by curriculum alignment; and course access is measured by the rate of lack of access.

Goal 2: To improve pupil outcomes for all students. Academic performance is measured by CAASPP math and ELA scores, API or equivalent, AP pass rate, CAHSEE pass rate, and EAP results for both all students and significant sub-groups; college and career readiness will be measured by completion rate of a-g, acceptance at 4-year colleges/universities, completion of additional, non-course graduation requirements, completion of entry-level college math and English, Seal of Biliteracy rate, CTE pathway completion rate; English Learner progress is measured by English proficiency/year and EL reclassification rates.

Goal 3: To improve engagement for all students and parents/guardians. Parent/guardian engagement is measured by parent satisfaction and completion of agreed-upon hours; pupil engagement is measured by attendance and graduation; positive school climate is measured by suspensions, honor roll, and "F" rates.

Curriculum and instructional design

- *Framework for instructional design.* As discussed in the Design Principles, the framework for the instructional design aligns directly with the needs of MIT Academy High School students and the LCAP eight priorities. For example, because many of our students have not faced rigorous requirements in the past, they may need the additional intervention that a second course in mathematics or reading can provide. The instructional design is also founded in research; see Research Base for Curriculum and Instruction in the Appendix.

- *Basic learning environment:* MIT Academy High School is a site-based, small school featuring project-based, technology-integrated learning. The current schedule (see Appendix D) reflects minutes in excess of the required 64,800/year, while providing a basic block schedule of 102 minute periods and an advisory class on Wednesdays. Early release Wednesdays and once a month late start Fridays provide opportunities for teacher collaboration. Most classes meet 239 minutes in an average week.

- *Instructional approach:* MIT's approach of teaching core academic standards primarily through project-based, technology-infused curriculum enables students to master the standards and successfully complete the required courses for graduation. The practice of providing parallel and intervention courses assists lower-achieving students to meet the standards by providing additional time and support. The school also provides opportunities for cross-disciplinary study through key projects.

- *Instructional strategies:* MIT Academy uses research-based instructional strategies including those promulgated by Robert Marzano and the AVID program. AVID is a college readiness system designed to increase the number of students who enroll in four-year colleges, by providing students the skills and information to access the four-year university college system. AVID courses focus on students underrepresented in four year-universities, which include first

generation college going students, English Learners, low SES, and ethnic minorities. MIT Academy is working towards providing the AVID Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) skills school-wide to promote a high-expectation, college-going culture.

- *Curriculum.* MIT Academy High School provides an impressive curriculum for a small school, offering more than 50 courses on site. See the Academic Planning Guide in Appendix E. Curricula are reflected in the course curriculum maps developed by teachers in conjunction with the Assistant Director and the Board's Curriculum Committee. All curriculum maps reflect the relationship between the appropriate California standards and the content plan.

- *Teaching methods.* As previously noted, MIT Academy uses a blend of direct instruction, group activities, and project-based learning to help students master key state standards. The primary instructional methodologies used are those found to be most effective in generating increased student learning by Marzano and colleagues at McREL, particularly those known as the "Marzano strategies," the nine most effective teaching methods:
  1. Identifying similarities and differences
  2. Summarizing and note taking
  3. Reinforcing effort and providing recognition
  4. Homework and practice
  5. Nonlinguistic representations
  6. Cooperative learning
  7. Setting objectives and providing feedback
  8. Generating and testing hypotheses
  9. Cues, questions, and advance organizers

  These are augmented by the similarly research-based AVID strategies.

- *Materials.* In addition to the technology discussed directly below, MIT Academy High School uses a wide array of traditional materials, including a variety of books—textbooks, supplementary books, recorded books, and outside reading books. Other non-technology materials include journals, globes, maps, charts, posters, and similar materials.

- *Technology.* All high school classrooms have 28 computers and interactive whiteboards to support MIT's technology-integrated curriculum. Many classrooms have Promethean clickers.

  Students generally receive and submit assignments online in most classes. Credit recovery is only offered online through Plato programming (with wet labs on site for science courses.)

Plan for students who are academically low achieving.

- *Identification.* Incoming and continuing students are tested annually in math and

English/language arts in late spring to determine if they have mastered the state standards at or are close to grade level. Those whose scores fall below the established cut point or who have SBAC scores in the lowest two bands are considered low-achieving. Additionally, students who are not on track for graduation in four years are categorized as low-achieving. Students in special education or with a 504 plan may receive the services delineated below as part of their individual program, as appropriate.

- *Response.* Depending on the need presented, students identified as low achieving may be assigned to any number of the following responses:
  - Response to Intervention (RtI)
  - Intervention courses
  - Tutoring
  - Academic recovery
  - "I Try," SART, and SARB contracts
  - Online learning credit recovery
  - Grad Lab

RtI. RtI may be offered or required in two venues: a 30 minute period immediately after school and a 10-15 minute period at the end of a block scheduled class. The focus of RtI is to assist students immediately when they encounter difficulty or fail to complete an assignment, rather than letting the problem slide until course failure ensues. Students assigned to tutoring or study hall must attend those classes until released to their choice classes by the supervising teacher. A student may be assigned to RtI or may self-assign.

Intervention courses. Students who are identified as low-achieving in math and/or English may be scheduled into an intervention course in addition to their regular math/English class. Parents/guardians are notified and requested to support their child's efforts. "Intervention course" is a generic term that applies to two types of courses:
  - **Parallel courses**, designed to give the learner extra time and support to master the standards in the current course, e.g., Geometry Math Workshop; and
  - **Basic skills courses**, designed to give the learner time and support to master standards below those taught in the current course, e.g., READ 180, System 44.

Parallel course interventions are taught as support classes, with student progress being monitored by the degree of success in the primary course; materials used are generally the textbook publishers' support materials so terminology and expectations are similar to the regular class. Students are scheduled into parallel courses by the semester. If, at the end of the semester, student, intervention instructor, and regular course instructor agree that the student's skills are strong enough to succeed without the parallel class, s/he is free to sign up for an elective. If not, the student remains in the support class for the rest of the year.

Basic skills interventions are structured to meet individual needs, addressing each student's "black holes" of knowledge in the discipline. Teachers use a variety of print and digital program materials and meet in Professional Learning Communities to discuss student progress, which is charted for individual students. Students are scheduled into basic skills intervention courses at the beginning of the year, and their personalized curriculum is based on their specific skills needs, as indicated by an initial diagnostic test. When the student has completed the proscribed units, s/he may exit the class.

Tutoring: MIT offers a variety of tutoring for students in need of extra help. Students in regular and support math and English courses benefit from trained peer tutors. Peer tutors and trained college student tutors also provide services in the after school homework centers and online learning labs. Students in AVID courses have access to AVID tutors, and students in AP Computer Science have the benefit of working with industry tutor/mentors.

Academic recovery: Academic Recovery (AR) is assigned two afternoons during the week 3:45-4:45 and on Saturday 8 a.m. to noon for students who fail to submit assignments in a timely manner. Students must come to Academic Recovery prepared to work on the incomplete assignment(s) that led to their AR assignment. Computers (and tutors, when available) are provided.

"I Try," SART, and SARB contracts: Students who do not comply with assigned interventions will be referred to the Academic Success Team (AST) and can be placed on an appropriate contract to fit their situation Parents/guardians are contacted and co-sign the contract.

Online learning credit recovery: Students who fail the first semester of a course required for graduation are immediately placed in Online Learning Credit Recovery, a course that meets two times a week from 4-6 p.m. Often students can continue on to the second semester in their regular class while simultaneously making up the first semester online. Failure of the second semester results in immediate placement into summer school Online Learning Credit Recovery, a class that generally meets 4 hours/day, 4 days a week for 5 weeks.

Grad Lab: Students who have made insufficient progress on their contracts and/or in online learning credit recovery are enrolled in Grad Lab, a small enrollment course with significant individualized attention to assist students to regain and maintain their status as being on-track for graduation. The Academic Intervention Specialist supervises Grad Lab and provides a spectrum of individualized support for every student at risk of dropping out.

Plan for students who are academically high achieving

- *Identification.* New students who have excellent academic records are considered

high achieving; if CAASPP scores are available, these are used as a collaborating resource. Continuing students are identified through CAASPP scores, academic records, and teacher recommendation. Parents are notified that students have been identified and are encouraged to explore the options available to provide appropriate challenge.

- *Response.* MIT Academy was established to enable all students to challenge themselves to increase their academic achievement. The options below reflect elements of the program that provide this challenge.

    o *Three year graduation option:* MIT Academy High School offers a three-year graduation option to highly motivated, high-achieving students. No graduation requirements are waived; however, the college counselor assists high-achieving students and their families to investigate the option to determine if it is appropriate for the student. If so, s/he must enter the accelerated program no later than the second semester of their second year.

    o *Advanced Placement courses:* MIT Academy offered 5 AP courses last year and currently offers 4. AP courses offered this year or last include Spanish, Chinese (Mandarin), Statistics, Calculus, English Composition, and Computer Science. Students do not have to meet prerequisites to enroll in AP courses. MIT's 2015 receipt of the "Outstanding High Schools in the U.S." Bronze Award from *U.S. News and World Report* was largely due to the high percentage of students taking AP courses.

    o *Rigorous college courses:* All MIT students complete 9 college units as a graduation requirement. MIT Academy has an agreement with Solano Community College to offer at least 12 courses on the MIT campus each year; all classes are UC/CSU transferable, and most meet CSU General Education requirements for BA/BS degrees.

    o *College entry-level English and math courses*: As part of the CSU CAPP Demonstration Project, MIT Seniors may take both college statistics and college composition on the MIT campus. In addition to earning college credits, those who pass these courses are then not subject to placement testing or potential remediation at any college.

    o *Mathematics advancement:* Students who enter MIT with advanced mathematical achievement are allowed to enroll in the course(s) that will provide the appropriate level of challenge.

    o *Challenging a course:* MIT Academy allows students to challenge a course by demonstrating through an advanced project, written tests, and other assessments, as appropriate, that they have mastered the academic content standards for the course. For example, a student fluent in

Mandarin might take the placement test and enter the AP Chinese (Mandarin) course.

- o *Recognition:* Honor Roll is recognized 6 times/year in assemblies and, for students with 8 semesters on Honor Roll, at graduation. Valedictorian, salutatorian, CTE certification completers, and Seal of Biliteracy recipients are also honored at graduation

Plan for English Learners

- *Identification.* MIT Academy uses the Home Language Survey as the initial identification tool. All students who speak a language other than English as their primary home language are tested using the California English Language Development Test within 30 days of their enrollment. During initial enrollment, students identified as English learners are further assessed in their primary language to determine proficiencies in listening, speaking, reading, and writing. Results of each student's assessments are sent to the parent/guardian in the home language. Final results of the student's designation and English proficiencies are reported annually to the state on the MIT Academy High School Language Census.

- *Response.* Once an English Learner is identified, they are placed according to their developmental need based on the California English Language Development Test (CELDT) as follows:
  - Beginner (251 – 463)
  - Early Intermediate (464 – 527)
  - Intermediate (528 – 590)
  - Early Advanced (591 – 651)
  - Advanced (652 – 761) (these students are mainstreamed)

Other measures, such as the STAR Renaissance Reading assessment, may be used to augment placement decision-making. A screening report is generated which identifies students needing additional support. Instructional materials used in English Language Development include READ 180, System 44, and teacher created materials.

Students are tested annually, and redesignation is triggered when students score sufficiently on the CDELT test and receive teacher recommendation for advancement.

MIT Academy also ensures that all certificated teachers are CLAD-authorized; the school additionally encourages certificated staff to develop their second-language capabilities and to become BCLAD authorized, if possible. All instructors are provided with SDAIE training updates every several years.

The Solano County Office of Education has provided excellent support and staff development for English Language Development teachers and valuable assistance

in creating the best possible program for English Learners. Teachers use the collaborative time provided in their PLCs (Wednesday afternoons, monthly Friday mornings) to discuss student progress.

Plan for Special Education

MIT Academy recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. The school works in cooperation with the Sonoma County Charter School (SCCS) SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. MIT Academy complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). MIT Academy also complies with AB 602, SCCS SELPA guidelines, and all California laws pertaining to special education students.

MIT Academy is a public school of SCCS SELPA for purposes of special education, pursuant to Education Code Section 47641(b) and in accordance with Education Code Section 47646 and 20 U.S.C. 1413, and SCCS SELPA provides special education services for students enrolled at MIT Academy to the extent required by law. See the SELPA contract in Appendix C. MIT Academy also contracts with agencies and vendors outside the SCCS SELPA when appropriate to secure special education services.

Per Federal Law, all students with disabilities are fully integrated into the programs of MIT Academy, with the necessary materials, services, and equipment to support their learning. The school ensures that its students with disabilities are properly identified, assessed and provided with necessary services and supports.

MIT Academy meets all requirements mandated in a student's Individual Education Plan (IEP). The school seeks to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with SCCS SELPA to provide an appropriate placement and services.

MIT Academy works with SCCS SELPA to allocate time and facilities to meet the needs of student IEPs. MIT Academy actively participates in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school makes available student work products for analysis and evaluation of progress and participates in the IEP reviews conducted by the SCCS SELPA, where applicable.

If a parent or faculty member feels a student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to MIT Academy; the school then forwards the written notice to SCCS SELPA within two school days. The school encourages open communication

between the parents and the SCCS SELPA for any items related to special education services.

To comply with Child Find requirements as specified by law, MIT Academy has established a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process entails search and serve, a Student Study Team, referral, assessment and IEP review, as detailed below.

Search and Serve. All students are evaluated as a means of class placement before the end of school. No assessment or evaluation is used for admission purposes. Students possibly in need of special education may be screened from existing data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or by virtue of lack of progress in the general program. Staff collaboratively work to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Chief Academic Officer or Superintendent/Director and faculty then convene a Student Study Team (SST) for that student.

The SST, composed of the student, the student's parent or guardian, the Chief Academic Officer or Superintendent/Director, and a faculty member, meet to identify the student's needs and develop a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to succeed. If the SST finds that the pre-intervention plan is not sufficient to meet the student's needs, they recommend a formal special education assessment or refer that student for services through the provisions of a Section 504 Plan, if appropriate. Parents are informed that special education and related services are provided at no cost to them.

If a student enrolls at MIT Academy with an existing IEP, the school notifies the SCCS SELPA within 5 days. An IEP meeting is convened within 30 days to review the existing IEP, discuss the students present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, MIT Academy works with the SCCS SELPA to implement the existing IEP or to take other action as agreed to by the parent/guardian.

Referral for Assessment. The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. MIT Academy's internal method for referral for assessment is the Student Study Team. The parent of any student may also make a referral for an evaluation. Any such referrals are responded to in writing by MIT Academy within 15 days. MIT Academy notifies the SCCS SELPA of the assessment request within 5 days of receipt.

If MIT Academy, in collaboration with SCCS SELPA, concludes that an assessment is appropriate, the parent receives a written Assessment Plan within 15 days. The parent is given at least 15 days to provide written consent to the Assessment Plan. Assessments are

done only upon receipt of written parent permission. The assessment is completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment. The Program Manager is responsible for gathering all pertinent information and sharing such information with SCCS SELPA. Information gathered is used to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures are conducted in the student's primary language, and an interpreter is provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services include, but are not limited to:
- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

MIT Academy follows the following assessment guidelines.
- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment must be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments must be delivered in the student's primary language, and a qualified interpreter must be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments must be adapted as necessary for students with impaired sensory, physical, or speaking skills; and
- A multidisciplinary team must be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team is assembled to review the results and determine the student's need for special education. MIT Academy, in coordination with SCCS SELPA, is responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results present the assessment data at the IEP meeting. Parents are provided with written notice of the IEP meeting, and meetings are held at a mutually agreeable time and place.

Development and Implementation of IEP. For every student who is assessed by the school, an IEP that documents assessment results and eligibility determination for special education services is created. In collaboration with SCCS SELPA, MIT Academy ensures that all aspects of the IEP and school site implementation are maintained. The school provides modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs are served in the Least Restrictive Environment (LRE).

Each student with IEP has an IEP team that oversees the IEP development, implementation, and progress monitoring. All decisions concerning the special education programs and services to be provided to the student are made by the IEP team, which includes all of the following:
- The parent or guardian of the student for whom the IEP was developed
- The student, if appropriate
- An administrator
- At least one special education teacher
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A SCCS SELPA special education representative
- The individual who conducted the assessment or who is qualified to interpret the assessment results, if the child was recently assessed
- Others familiar with the student—invited as needed.

The IEP addresses all required components, on SCCS SELPA forms, including the following:
- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings are held according to the following schedule:
- Yearly to review the student's progress and make any necessary changes;

- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (always within 30 days of a parent's request, consistent with state and federal law);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When MIT Academy seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

MIT Academy views the parent as a key stakeholder in these meetings and makes every effort to accommodate parents' schedules and needs so that they can participate effectively on the IEP team. The school provides an interpreter if necessary to ensure that all parents/guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school ensures his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP is given to the parent in accordance with state laws and SCCS SELPA policies. Upon the parent or guardian's written consent, the IEP is implemented by the sch.

IEP Review. The IEP team formally reviews the student's IEP at least once a year to determine the extent to which the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years. In this triennial review, the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time via written notice to the school. Once the request is received, MIT Academy holds the meeting within thirty days, not including school vacations greater than five days.

Unless otherwise specified on the student's IEP, parents are informed six times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP is an attachment to the general progress report. This serves to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing. Although SCCS SELPA holds ultimate responsibility for providing special education services while MIT Academy operates as a school of the SCCS SELPA for purposes of special education, MIT Academy is committed to assuring all IEPs are properly implemented and all students requiring services are adequately served.

To this end, MIT Academy High School and Mare Island Technology Academy Middle School jointly currently employ 1.5 FTE individual small group instructors who, in addition to having the proper credentials to teach a general education subject, also possess a Special Education Credential. The schools also currently employ a 1.0 Psychologist. These staff members, along with the MIT Academy administrators, are the primary persons tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. Their services are augmented by a 1.0 FTE special education paraprofessional. All general education teaching staff at Mare Island Technology Academy are also involved in assuring that all IEPs and 504 plans are properly implemented.

MIT Academy also employs a .5 FTE Special Education Program Manager whose duties include the following:
- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

In addition to the above special education staff, MIT Academy also seeks related services from the SCCS SELPA and utilizes contractors for additional services called for in IEPs, as appropriate, including a Behavior Specialist.

Reporting. MIT Academy, in collaboration with SCCS SELPA, collects and maintains the following information on disabled students as required by IDEA:
- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from school general assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from MIT Academy of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of MIT Academy Superintendent/Director or Chief Academic Officer. The Superintendent/Director or Chief Academic Officer ensures that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Superintendent/Director or Chief Academic Officer oversees access to these records and is responsible for ensuring that all providers responsible for the implementation of a student's IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards. Parents/guardians of students with IEPs at MIT Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. Any concerns or disagreements raised by parents are acknowledged by the school within five days, after which a meeting is be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school provides the parent with the SCCS SELPA written Notice of Procedural Safeguards, which includes information on the procedure to initiate both formal and informal dispute resolutions, at least once per year.

Dispute Resolution. In the event that a parent/guardian files a request for a due process hearing or request for mediation, the SCCS SELPA and MIT Academy work together to defend the case. The SCCS SELPA handles dispute resolution internally, with the SCCS SELPA providing both an advocate for the parent and a program specialist to act as facilitator.

Complaint Procedures. Parents or guardians also have the right to file a complaint with SCCS SELPA and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services. MIT Academy complies with the federal mandate of the "least restrictive environment", meaning that the school makes every attempt to educate special education students along with their non-disabled peers. The school mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through the school's RtI program and extended day and year. IEP educational strategies are built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP is delivered by personnel qualified to do so.

Professional Development for MIT Academy Staff. School administrators, regular and special education teaching staff, as well as other appropriate faculty and staff members

attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SELPA. MIT also accesses professional development opportunities for its staff through trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act. MIT Academy recognizes its legal responsibility to ensure that no qualified person with a disability is excluded on the basis of disability from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student,who has an objectively identified disability, which substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the school.

The 504 team, assembled by the Superintendent/Director or Chief Academic Officer, includes the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing 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 been evaluated under the IDEA but found ineligible for special education instruction or related services, those evaluations may be used to help determine eligibility under Section 504. The 504 team carries out the student evaluation, evaluating the nature of the student's disability and its impact on the student's education. This evaluation includes 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 intelligent quotient.

Tests are selected and administered to ensure that 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/guardian 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 under IDEA, a referral for assessment under IDEA is made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education. In developing the 504 Plan, the 504 team considers all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff. The 504 Plan describes 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, is given a copy of each student's 504 Plan. The Superintendent/Director or Chief Academic Officer ensures that teachers include 504 Plans with lesson plans for substitutes and that he/she reviews the 504 Plan with long-term substitutes. A copy of the 504 Plan is maintained in the student's file and is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

All facilities of the School are accessible for all students with disabilities in accordance with the ADA.

High School programs: transferability of credits (Education Code § 47605(b)(5)(A)(ii)). MIT Academy assures transferability of credits and that credits will meet college entrance requirements through WASC accreditation and UC approval of courses, both of which are currently in place.

Compliance with the Local Control and Accountability Plan requirements (Education Code § 47605(b)(5)(A)(i). As referenced above, MIT Academy has met state requirements for the LCAP and will continue to do so. Details relevant to student outcomes, aligned with the LCAP, are presented in section 2.

Element 2. Measurable Pupil Outcomes: Education Code 47605(b)(5)(B)

MIT Academy High School student outcomes reflect specific and measurable results for students. Simply stated, the student outcomes define the school mission and vision and are the primary basis by which we hold ourselves accountable. These outcomes reflect those adopted by the State Board of Education as well as MIT's objective of enabling High School students to become self-motivated, competent, lifelong learners.

Measurable pupil outcomes and methods of assessment: Four broad outcome statements of what all students will achieve by graduation from MIT Academy High School drive instructional decision-making, delivery, and evaluation. The methods of assessment are included for each statement.

1. Students will demonstrate an understanding of the essential concepts and mastery of California State Standards, including Common Core State Standards and New Generation Science Standards, and appropriate skills and strategies specific to each domain in the MIT core academic curriculum. These skills and understandings will result in…

o Average scores on the CAASPP equal to or greater than the average for VCUSD high school students.
o A rate of passage of the California High School Exit Examination, if appropriate, equal to or greater than VCUSD high school students.
o An Academic Performance Index rating, if appropriate, equal to or greater than the average of VCUSD high schools.
o Student completion of all coursework required for UC/CSU matriculation and MIT graduation including, minimally,
   • 4 years of English/language arts,
   • 3.5 years of social science,
   • 3 years of mathematics meeting UC/CSU criteria,
   • 3 years of science, at least two meeting UC/CSU criteria,
   • 3 years of a World Language,
   • 1 year of arts studies,
   • 4 semesters of physical education, and
   • 2 years of digital technology studies.
   For graduation, demonstrated mastery of course standards may be accepted in lieu of course completion. For example, in accordance with UC/CSU policy, students may be enrolled in a Language Other Than English at a level determined by a performance test or by meeting prerequisite requirements in middle school. Selected honors level courses and advanced placement courses are available on site or online. Additional graduation requirements include completion of at least 9 units of college coursework, which may include the above courses, and other requirements.

2. Students will apply complex reasoning strategies to extend, refine, and use discipline-specific and inter-disciplinary knowledge in meaningful ways in and beyond the classroom. This skill base and knowledge will result in the outcomes listed above and…

o   Successful completion of in-class project-based learning activities,
o   Completion of annual portfolios, and
o   Completion of an internship of at least 35 hours in the 11th or 12th grade.

3. Students will understand, manage, and direct their own learning and will show habits of mind required for quality work. These skills and understandings will result in…
o   Average daily attendance equal to or greater than VCUSD high schools, and
o   Successful completion of the Senior portfolio.

4. Students will demonstrate the knowledge, attitudes, skills, and personal accountability required for responsible citizenship in the world outside the classroom. In addition to the outcomes listed above, MIT High School students will…
o   Complete community service/service learning activities of at least 140 hours.

LCAP measurable student outcomes. California Education Code § 47605(b)(5)(B) and 52060(d) states as follows: "The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school."

MIT Academy has clearly defined schoolwide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). MIT Academy will pursue the schoolwide and subgroup outcome goals reflected in the chart below, as measured by multiple and varied assessments that are aligned to state and federal standards (including Common Core State Standards and New Generation Science Standards) and reflect proficiency measures required by the selected assessment(s), as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by MIT Academy. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is defined as one that meets both of the following criteria:
  (i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
  (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

The following chart delineates MIT Academy's school-wide and subgroup outcome goals and performance targets aligned to the state's priorities, methods for measuring progress and the individual(s) with primary responsibility for each. As the State finalizes new standardized assessment tools and new school performance measures (e.g., API), and adjusts the format for the Local Control Accountability Plans as applicable to charter schools, MIT Academy will ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.

| **GOAL 1: To improve the conditions of learning for all students.** (Related State Priorities: |

#1— Basic services; #2— Implementation of CCSS; and #7— Course access)		
Annual performance targets: (AMOs below are italicized if they are local indicators.) • Teacher assignment: 100% of teachers will be highly qualified for their assignment. • Instructional materials: 100% of students will have access to all instructional materials/equipment required for their courses. • *Facilities: At least 5% of facilities will be renovated or replaced.* • Standards: 100% of grade/subject-appropriate CCSS & NGSS standards will be implemented in the curriculum. • Course access: 100% of students will have access to courses in the academic core.		
School Action	*Method of Assessment*	*Person(s) Responsible*
Targeted teacher recruitment	Credential analysis	HR Coordinator
Timely purchase of materials	Inventory	Teachers, CAO
Facilities renovation	Completed work	S/D, DO
State standards implementation	Curriculum audit	CAO
Provision of course access	Course audit (MIT/Plato/college)	CAO

GOAL 2: To improve pupil outcomes for all students. (Related State Priorities: #4— Pupil achievement; and #8— Pupil outcomes)
Annual performance targets: (AMOs below are underlined if they apply to sub-groups and are italicized if they are local indicators.) **Academic performance:** Academic performance will be demonstrated by the following indicators: • Standardized test performance: All historical tests results will be >similar scores for Vallejo City USD high schools • CAASPP math scores: CAASPP math scores results will be >similar scores for Vallejo City USD high schools • CAASPP ELA scores: CAASPP ELA scores results will be >similar scores for Vallejo City USD high schools • API or equivalent: API will be ≥average high school API/equivalent scores for Vallejo City USD • AP pass rate: AP tests results will increase by >5% compared to 2014-15 • CAHSEE pass rate, grade 10: The initial CAHSEE pass rate will be ≥similar scores for Vallejo City USD high schools • EAP: EAP tests results will be ≥similar scores for Vallejo City USD high schools • *Achievement gaps: Sub-group achievement gaps on the above measures will diminish* **College/career readiness:** College/career readiness will be demonstrated by the following indicators: • Complete a-g with grades of ≥C: 100% of graduates

- *Accepted at 4-yr college/university: 85% of graduates*
- *Complete ≥1 industry certification: 10% of graduates*
- *Complete ≥9 college units: 100% of graduates*
- *Complete 35 hour internship: 100% of graduates*
- *Complete 140 hours community service: 100% of graduates*
- *Complete entry-level college math: 60% of graduates*
- *Complete entry-level college English: 80% of graduates*
- *Earn a Seal of Biliteracy: 10% of graduates*
- Complete a CTE pathway: 15% of graduates
- *Enrollment in AP courses: 5% increase compared to 2014-15*

EL progress: EL progress will be demonstrated by the following indicators:
- English proficiency: The percentage of students progressing by >1 year will be at least 70%
- EL reclassification: The percentage of students reclassified each year will be at least 50%

School Action	Method of Assessment	Person(s) Responsible
Instructional strategy improvement	Assessment for goal 2 is only meaningful at the level of the end product, that is, whether or not the student performance indicator objectives listed above are being met.	S/D, CAO, teachers
Curriculum improvement		Teachers, CAO
Student support services improvement		S/D, CAO, Dean, teachers
Community college collaboration improvement		S/D
EL monitoring and support improvement		CAO, teachers

GOAL 3: To improve engagement for all students and parents/guardians. (Related State Priorities: #3— Family involvement; #5— Pupil engagement; and #6— School climate)

Annual performance targets: (AMOs below are italicized if they are local indicators.)

Parent/guardian engagement will be demonstrated by the following indicators:
- *Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of ≥4 on a 5-point scale on the annual survey*
- *Parent completion of agreed-upon hours: At least 90% of parents will complete their agreed-upon hours*

Pupil engagement—attendance will be demonstrated by the following indicators:
- Attendance: Attendance will ≥95%.
- Chronic absenteeism: Chronic absenteeism will decrease by ≥5% compared to 2014-15

Pupil engagement—graduation will be demonstrated by the following indicators:
- Middle school dropout: Not applicable
- High school dropout: The drop out rate will be ≤VCUSD

- High school graduation: The graduation rate will be ≥VCUSD

Positive school climate will be demonstrated by the following indicators:
- Suspensions: The suspension rate will decrease by ≥5% compared to 2014-15
- Expulsions: The expulsion rate will be reported but will not provide meaningful trend analysis, given the small "n"
- *Honor Roll: The percentage of students on Honor Roll will increase by ≥5% compared to 2014-15*
- *"F" rate: The percentage of "F" grades will decrease by ≥5% compared to 2014-15*

School Action	Method of Assessment	Person(s) Responsible
Positive parent support	Volunteer hours; survey	Volunteer Coordinator; staff
Student attendance monitoring	Attendance records	Teachers, DO
Support for student graduation	Graduation rates	S/D, CAO, teachers
Positive school climate support	Suspension rates; grades	Dean, CAO

S/D = Superintendent/Director, CAO = Chief Academic Officer, DO = Director of Operations

Element 3. Method for Measuring Outcomes

Overview: MIT Academy has meaningful and diverse assessments, and a defined assessment cycle for their administration, as summarized below. The school has and will continue to adhere to all state testing requirements, including provisions of AB 484/2012 and any revision of Education Code applicable to charter schools.

Assessment	Examples	Assessment Schedule
State required tests	STAR, CAASPP, PFT, CAHSEE, CELDT	Annually, as available
Placement exams	CELDT, math and English diagnostics	Annually, as available
School Designed Assessments	Tests, quizzes, projects, portfolios	Ad-hoc, weekly, bi-weekly, monthly, annually
Local Control Accountability Plan	Strategic Plan data analysis/ review	Annually
Summative Assessments	CCSS/NGSS aligned final examinations	Bi-annually
College Readiness Assessments	College math and English placement, PSAT, SAT, Success Navigator	Annually, as available
Family support	Survey	Annually

Measurement: The specific measurement tools and assessment benchmark instruments related to each student outcome are listed in the performance indicators cited in Element 2 above, are aligned with the LCAP and the state Accountability Report Card, and include all California tests applicable to high school, state API rankings, federal accountability, UC/CSU standards, MIT Academy Strategic Plan indicators, and specific requirements for graduation.

MIT uses other assessments, beyond those directly related to the key student outcomes, to measure student progress, for example, the Success Navigator. Grade matriculation, performance in academic and other courses, annual completion of appropriate hours for community service, annual completion of appropriate college units, and timely completion of internship planning and execution are formative assessments of individual progress toward graduation.

Parental notification of student progress. Parents/guardians receive mailed copies of grade reports at 6-week intervals. Each grading period, this report includes information on how to contact specific teachers for a question or a conference. Additionally parents/guardians can monitor their child's daily progress through the "parent portal" in MIT's PowerSchool student MIS. Demonstrations of the parent portal are part of the orientation for all new parents, and instructions are additionally posted on the website. Parents are also mailed copies of student performance on state examinations.

Classroom assessments: In the classroom, formative assessments with timely, meaningful feedback are used at least weekly, and, in the case of intervention classes,

daily. For projects, writing, presentations, and other activities requiring higher order thinking skills, teachers use carefully honed rubrics and exemplars to guide students in their product development as well as for use as the assessment tool. Courses taught by two or more teachers have aligned assessments, developed and analyzed through the Professional Learning Community.

Surveys: Annual surveys of parents/guardians and students additionally provide essential feedback on school efficacy.

Data-driven decision making (D^3M). MIT Academy has also embraced a culture of D^3M, for example,
- o using authentic formative and summative assessments;
- o modifying instruction to meet needs of all students;
- o monitoring course, subject matter, and school-wide progress;
- o adjusting curriculum and professional development; and
- o identifying and tracking students in need of intervention programs.

Data reporting: MIT Academy High School maintains an attendance reporting calendar and maintains an automated system to record and account for average daily attendance (ADA). MIT Academy reports ADA figures to the Solano County Office of Education and/or California Department of Education, as necessary. MIT Academy will notify the Chief Financial Officer of VCUSD if, during any month, actual ADA falls more than 10 percent below estimated ADA.

MIT Academy High School has a CDS code number (48-70581-4830196) from the California Department of Education and submits enrollment and other necessary demographic information to the California Basic Education Data System.

Information and data required by the state to maintain the school's status as a private non-profit is also submitted in a timely fashion.

Element 4. Governance Structure: Education Code 47605(b)(5)(D)

Legal issues: The Mare Island Technology Academy High School is a program of the Mare Island Technology Academy, a California Public Benefit Corporation that is a legally and operationally independent entity, governed pursuant to the corporate bylaws.

MIT Academy High School is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate on the basis of race, ethnicity, national origin, sexual orientation, or disability.

The school complies with all applicable federal, state, and local laws. It retains its own legal counsel when necessary. It purchases and maintains, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies.

Governance issues: As provided for in the California Corporations Code, Mare Island Technology Academy is governed by its Board of Directors whose members have a legal fiduciary responsibility for the well-being of the organization and endeavor to ensure the school adheres to the educational concepts and philosophy of this charter and complies with generally accepted managerial, operational, and fiscal policies and practices.

The corporation bylaws, included as Appendix F, call for a Board of Directors of 9 persons. The current Board members are Jaime Guzman, Bonnie Katz, Debbie Lamb, Jim Shorter, Cheri Summers (VCUSD representative), Lynne Vaughan, Adriana Walker (student representative), Andrea Wynn-Walker, and Gary Williams.

Day-to-day administration of the school is managed by the Superintendent/Director (Matt Smith), with duties assigned to the Chief Academic Officer (Alex Insaurralde), staff/faculty, and parents/guardians and other volunteers as seen fit (see attached Organization Chart). The Board supervises the Director, establishes policy, serves on committees, engages in annual strategic planning, provides support to the Director as appropriate, and has the primary fiduciary and oversight tasks cited above.

Topics appropriate for Board development are determined by the Board, in conjunction with the Superintendent/Director. Such development efforts in the past have included Brown Act training (also required for all new members), governance training, and strategic planning training.

All meetings of the Board of Directors are noticed, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq. Members of the Board of Directors may participate in meetings via conference call or video conferencing, with appropriate notice.

Parent involvement: The mission and vision of the Mare Island Technology Academy High School include an emphasis on parent involvement. The Bylaws call for parents to

sit on the governing board. Parents are expected to volunteer to support the school, given a broad range of involvement opportunities. The school also works with parents to annually review and revise, as necessary, the parent involvement policies and strategies and regularly consults with parents and teachers regarding the school's educational programs.

Administrative services. Administrative or "back office" services are handled by MIT Academy staff, supervised by the Director of Operations who reports to the Superintendent/Director. Currently those services are provided as described below.

1. *Payroll:* MIT Academy payroll is handled through a contract with a payroll provider, currently Paychex. Paychecks are issued twice a month. At the school, the Human Resources Coordinator does the following:
   1. Collects timesheets from hourly employees and extra service agreements from certificated employees. Hours and totals are confirmed. Signature approvals are confirmed.
   2. Budget codes are assigned to work performed for restricted and unrestricted funds.
   3. Employee data changes (new address, elective deductions, etc) are collected.
   4. Data is entered into Paychex program.
   5. All data changes are verified via an audit report.
   6. All timesheet and extra service data entry is balanced via a pre-processing register.
   7. Payroll is submitted to Paychex for processing.
   8. After payroll is processed, payroll register and other reports are balanced to pre-process reports and audited or accuracy.

   After the receipt of the payroll submission from MIT Academy, Paychex then:
   - Calculates and creates paychecks or direct deposits.
   - Creates and submits employee garnishment payments to appropriate agencies.
   - Calculates and pays payroll taxes.
   - Delivers paychecks and direct deposit stubs to MIT Academy for distribution to employees.
   - Completes and files quarterly tax returns.
   - Creates and files annual tax returns.
   - Creates and delivers W2s to MIT Academy for distribution to employees.

2. *Retirement.* PERS and STRS are handled through the following process:
   - Per payroll, employee detail reports of PERS and STRS earnings, deductions and match amounts are created from Paychex program and balanced to payroll register.
   - Per payroll, PERS and STRS detail data is faxed to Solano County Office of Education along with a journal voucher for transfer of funds.
   - Monthly, employee earnings, contributions and match amounts are entered

to SCOE ESCAPE program and balanced to payroll reports.
- ESCAPE STRS data is then submitted directly to CalSTRS and a reconciliation is faxed to SCOE.
- ESCAPE PERS data is released to SCOE along with a reconciliation. SCOE is responsible for submitting data to CalPERS.

3. *Human resources.* Human resource activities are conducted by the Human Resources Coordinator. S/he carries out the following tasks, among others:
   - Completes administrative duties related to the hiring of classified and certificated personnel to assure compliance with school, County and State laws, rules, codes and regulations.
   - Manages job postings in compliance with collective bargaining agreements and coordinates interviews.
   - Maintains payroll database and manages payroll processing.
   - Assigns appropriate salary levels per established procedures and in compliance with collective bargaining agreements.
   - Verifies employee eligibility for various stipends.
   - Monitors and maintains benefits for all employees including medical/dental/vision/life insurance and 401(k), 403(b) and FSAs.
   - Monitors leaves of absence including FMLA, CFRA and PFL.
   - Manages personnel files.
   - Responds to various agency requests for reporting of public data (compensation, credentialing, benefits, etc.).
   - Responds to EDD Unemployment and Disability claims and outside entities for employment verifications.
   - Monitors Worker's Comp claims.
   - Provides guidance to staff regarding CA labor law and CA Education code issues.

4. *Accounting and business services.* Accounting and business services are conducted by the Director of Operations. S/he carries out the following tasks, among others:
   - Assists in developing and implementing goals, objectives, policies/procedures and work standards for the school; assists in the recruitment, selection, development and evaluation of subordinate staff.
   - Provides oversight and support for and monitoring/evaluation of key activities, including office management and operations including workload planning and assignments. Provides workflow analysis as needed.
   - Supervises and supports the successful operation of fiscal and business management, including attendance funding oversight, grant development and management, facilities development, planning, and maintenance, and general fiscal reporting.
   - Oversees SELPA program funding apportionments and reporting requirements. Work closely with SELPA personnel in staying informed of new funding rates, guidelines and regulations.

- Directs and manages school and program audits, on local, state, and federal levels, and manages relationships with external auditors and agencies.
- Monitors professional and technical developments related to school operations, evaluates impact and recommends improvement.
- Represents the Director and school board at negotiations.
- Represents the Director and the school at meetings, conferences and similar functions.
- Assists in creating, interpreting, and implementing policies and procedures to staff; assists in setting work plan priorities and coordination/scheduling of assignments.
- Supervises subordinate personnel; confers with subordinates to review and monitor operations, employee performance and other administrative matters, consults with other management staff to resolve conflicts and/or concerns as needed; participates in hiring and evaluation staff.
- Supervises and evaluates positions such as: Grounds & Maintenance, Custodian, Network Administrators, Receptionist/Public Info Officer, Food Services / Attendance, Human Resource Coordinator, After School Coordinator, Administrative Secretary, Senior Accountant, Accounting Clerk, and Plant Manager.
- Presents technical training on an individual or group basis on IT systems including fiscal tools and accounting systems.
- Acts in the capacity of the director in the absence of the Director and/or the Assistant Director.
- Assists in other duties as assigned particularly those relating to experience and expertise.

5. **Insurance.** Through the California Charter Schools Joint Powers Authority (CCSJPA), MIT Academy carries General Liability up to $1,000,000 per occurrence, School Board and Employment Liability up to $1,000,000 per occurrence, Business Automobile Liability & Physical Damage up to $1,000,000 per occurrence, Excess Liability up to $4,000,000 per occurrence, Crime Liability up to $1,000,000 per occurrence, Workers Compensation and Employer's Liability up to $5,000,000 per occurrence, Terrorism Liability up to $5,000,000 per occurrence, Cyber Liability up to $1,000,000 per occurrence, and Student Accident Liability up to $50,000 per Injury/Accident.

6. **Consultant and contract services.** From time to time, MIT Academy engages qualified individuals to serve as consultants or provide other contract services. The protocol for contract service is as follows:
- Obtain the resume and verify appropriate documentation of experience, skills, etc.
- Complete the checklist for meeting the qualifications for a contract as opposed to employee;
- Write the specific duties, dates, quality/quantity criteria, and due dates for the contract;
- Submit for administrative review;

- Finalize contract by obtaining original signatures;
- Retain originals and electronic copies;
- Obtain proof of work completed to the standard or quality/quantity specified;
- Process and provide appropriate payment.

Conflict of interest guarantees. MIT Academy Board of Directors has an adopted conflict of interest policy that complies with the Political Reform Act of 1974, California Government Code Section 87100 and California Government Code Section 87300. See Appendix L.

Element 5. Employee Qualifications: Education Code 47605(b)(5)(E)

Employee qualifications: The Mare Island Technology Academy High School employs instructional staff who meet the federal requirements to be "highly qualified" and who hold a certificate, permit, or other document from the California Commission on Teacher Credentialing for all teaching positions in the core academic areas. The school may hire non-credentialed instructional staff for any position outside of the core academic areas where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and successful instructional experience. Teachers additionally demonstrate a genuine caring for adolescent students, a fundamental belief that all students can successfully master rigorous curriculum, a willingness to employ applied/contextual learning strategies, significant instructional effectiveness, content expertise combined with a willingness to be a generalist, and a willingness to accept responsibility for the success of the school as a whole.

MIT Academy continually seeks to employ administrators and staff with a wide range of skills and knowledge, teaching and administration experience, and cultural/ethnic backgrounds. Other generic staff qualifications include evidence of the ability to work effectively on a team, interest or expertise in technology, strong communication skills, flexibility to meet changing conditions, and an interest in seeking productive collegial interaction and personal/professional growth. All non-instructional staff possess experience and expertise appropriate for their position as detailed in Board-approved job descriptions. MIT Academy is an equal opportunity employer and does not discriminate against any individual on the basis of race/ethnicity, national origin, sexual orientation, gender, or disability. MIT Academy will allow VCUSD to annually inspect teacher credentials, a process also conducted each year by the external auditors.

Staff recruitment. Staff recruitment is conducted in a timely manner using one or more of the following formal resources, as appropriate for the position:
  o EdJoin
  o California Charter Schools Association
  o Association of California School Administrators (ACSA)
  o UC/CSU and other university career centers
  o California Language Teachers' Association
  o The Vallejo Times Herald
  o Online employment sites

- o Social media

Informal networks and personal recruitment of highly qualified individuals is also a fruitful resource. Advertisements include MIT's status as an EOE and all list Spanish as a desirable skill; certificated position descriptions generally include the statement that persons of diverse race/ethnicity are encouraged to apply. Teacher recruitment includes a description of the educational philosophy of the school and urges potential candidates to peruse the website and read the charter.

Compensation package: The current salary schedule is competitive with all districts in Solano and Napa counties; see Appendix G. With salary and benefits combined, it is higher than the current VCUSD salary scale. Certificated staff have retirement plans through STRS; classified staff have plans through PERS.

Employee rights: MIT Academy is the employer of record and the exclusive public school employer of the MIT Academy High School employees for the purposes of the Educational Employee Relations Act (EERA). Both certificated and classified employees are currently represented by the Mare Island Technology Academy Teachers' Association and the Mare Island Technology Academy Classified Employees' Association respectively.

Professional development: Regular professional development is provided for all certificated staff, based on the needs indicated in the annual Strategic Plan. AVID is fundamental to the MIT Academy instructional approach, and all staff are provided AVID training. Classified staff are scheduled for appropriate trainings as needed. Teachers received in-service training through both internal and external providers, depending on available resources and expertise. The Superintendent/Director arranges for appropriate professional development for the Chief Academic Office and reports his own professional development to the Board.

Element 6. Health & Safety Procedures: Education Code 47605(b)(5)(E)

The Mare Island Technology Academy High School has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers and address the following topics, among others:

- o A requirement that all enrolling students and staff provide records documenting immunization against appropriate diseases;
- o Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes;
- o Policies relating to preventing contact with blood-borne pathogens;
- o A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent;
- o Policies relating to the administration of prescription drugs and other medicines;
- o A policy that the school will be housed in facilities that have received Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard;
- o A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace; and
- o A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

Additionally, MIT Academy High School complies with the Americans with Disabilities Act (ADA). These policies are incorporated, as appropriate, into the school's student, parent, and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts.

Element 7. Means to Achieve Racial/Ethnic Balance Reflective of District: Education Code 47605(b)(5)(G)

Mare Island Technology Academy High School maintains a student recruitment strategy that includes, but is not necessarily limited to, the following elements to ensure a racial and ethnic balance among students that is generally reflective of the District:
- o An enrollment timeline and process that is scheduled and adopted to allow for a broad-based recruiting and application process;
- o The development of promotional and informational materials that appeal to all racial and ethnic groups represented in the district and are available in Spanish and English;
- o The distribution of promotional and informational materials to a broad variety of community groups, religious organizations, and agencies that serve the various racial, ethnic, and interest groups represented in the District;
- o Outreach meetings in several areas of the District to reach prospective students and parents;
- o Open-house/tours at the school, advertised in the newspaper;
- o Use of social media; and
- o The wide distribution of outreach materials and applications through direct mail via lists of middle school students provided by VCUSD.

Element 8. Admission Requirements: Education Code 47605(b)(5)(H)

Mare Island Technology Academy High School actively recruits a diverse student/family population who understands and values the school's mission and is committed to the school's instructional and operational philosophy. Admission to the school is open to any resident of the State of California. Prospective students/families are briefed on the school's instructional and operational philosophy and given a summary of the school's student-related policies.

Application and admission policies/procedure: In compliance with the California Education Code governing charter schools, MIT Academy High School will use an open enrollment lottery when student applications exceed school capacity. While this procedure meets legal requirements, it cannot be guaranteed to attain the vision of a racially/ethnically and socio-economically diverse student population.

Students may enter this lottery by satisfying the following requirements intended to create informed applicants and families who are committed to the school program and philosophy:
   (1) verification of having read the information packet or attendance at a group information session;
   (2) completion of a written application;
   (3) submission of an adult referral (e.g., from a teacher, counselor, religious leader or friend);
   (4) completion by the parent/guardian of the MIT School Support Agreement which confirms commitment of service to the school.

Preference in the lottery has traditionally been given to students who reside in the geographic boundaries of the Vallejo City Unified School District, to the siblings of students currently enrolled in MIT Academy, to students who successfully completed 8th grade at Mare Island Technology Middle School, and to the children of MIT Academy Board members and staff. To continue to ensure a racial/ethnic balance reflective of VCUSD and in compliance with Education Code Section 47605.3, MIT Academy will also give preference to students from a contiguous elementary school that serves at least 60% students who meet the criteria for USDA free or reduced price meals.

All applicants will be admitted, space permitting. MIT Academy assures that it is non-sectarian in its admission policies and does not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, sexual orientation, or disability.

Element 9. Independent Financial Audit: Education Code 47605(b)(5)(I)

Audit: The Mare Island Technology Academy Board of Directors maintains an audit committee to contract with an independent auditor and to oversee the preparation and completion of an annual audit of the school's financial affairs. The audit is performed by an independent auditor or audit firm employing generally accepted audit principles, having experience in education finance, and using the state's *Charter School Audit Guide*, at a minimum. The audit verifies the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and internal controls. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

Any audit findings or audit exceptions are responded to in the final audit. MIT Academy makes every effort to address audit findings in a timely manner. MIT has only had one audit exception in its 15 years of operation—and that for a very small amount more than a decade ago. Should an audit exception be identified in the future, MIT will employ its process for resolving audit exceptions and deficiencies and the timeline for such:
- Director and Director of Operations will review audit exception and assess scope and severity;
- Within 30 days, Director and Director of Operations will respond to auditor in writing to acknowledge the stated exception and provide a plan for resolving it or provide additional evidence to negate the exception;
- Within 60 days, Director and Director of Operations will address and resolve exception according to the plan or receive from the auditor an amended audit document removing the exception;
- Within 90 days, Director and Director of Operations will review and correct internal procedures so as not to encounter said exception again.

The annual audit is completed within six months of the close of the fiscal year. A copy of the auditor's findings are presented to VCUSD in a timely manner, as well as to the Solano County Office of Education, the California Department of Education, and/or any other agency as the State Board of Education may direct. Any audit exceptions or deficiencies will be resolved to the satisfaction of the Vallejo City Unified School District, using the dispute resolution mechanisms described in Element 14, as necessary.

The most recent audit is attached in Appendix H. There were no audit findings.

Financial plan: To help ensure that the school's financial affairs are properly managed and to facilitate the building of the school facility, MIT Academy regularly updates a comprehensive fiscal plan and maintain a sound financial management system. The comprehensive fiscal plan is reviewed on at least an annual basis as a component of the broader school-wide strategic plan. The financial plan will, at a minimum, include the following documents:
- a detailed operational budget for the upcoming fiscal year, including a monthly cash flow analysis, and a three year budget projection; and

- a narrative overview of the school's current and projected financial status, including a description of the major assumptions underlying the near and long-term projections.

This financial plan will be provided to the Vallejo City Unified School District, upon request.

Financial reports: The MIT Academy Fiscal Committee meets monthly to review financial performance and discuss/plan recommendations for future financial issues. The Board of Directors reviews and approves the Check Register monthly.

The MIT Academy Board of Directors approves and then provides VCUSD with copies of the annual budget, first and second interim reports, unaudited actuals, and the annual audit on the same schedule as the state-required submissions to the Solano County Office of Education.

Funding: The MIT Academy High School receives funding pursuant to Education Code Section 47613.5 directly from the State through the Local Control Funding Formula (LCFF).

Indirect costs: MIT Academy will receive half of the indirect costs from any grant for which the District is the applicant and through which District schools are beneficiaries, if these grants are written primarily by MIT. The District will not charge any indirect costs for any future Charter School Planning or Implementation grants from the California Department of Education for which the District may be the fund recipient.

Annual performance audit: MIT Academy will additionally provide to the district, upon request, an annual performance audit on or before December of each year. This report may include data such as the following:
- Summary data showing student progress toward the goals and outcomes specified in the previous year's LCAP, displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent provided by the California Department of Education.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the school implemented the means listed in section G to achieve a racially and ethnically balanced student population.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

Element 10. Pupil Suspension and Expulsion: Education Code 47605(b)(5)(J)

Suspension and expulsion policies. The Mare Island Technology Academy High School maintains a comprehensive set of student discipline policies designed to ensure a safe and effective learning environment. The Board regularly reviews these policies, with input from students, parents, and staff. The policies are printed and distributed as part of the Academy's Student Handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, work habits and the process for student suspension and expulsion. See the Student Handbook in Appendix I.

The School Superintendent/Director may suspend students who fail to comply with these policies at any time. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and later expelled upon recommendation of the Superintendent/Director. The policies outlined are adapted to conform to federal law regarding students with exceptional needs. Prior to expulsion, students are accorded due process unless the student's conduct presents an immediate threat to health or safety. The school notifies the District of any expulsions.

Process for suspension and expulsion: Process for suspension and expulsion: MIT Academy complies with Education Code 48900–48915 and all relevant subsections. Those students who are found to have violated any of the educational disciplinary codes are afforded the following:

- Initial conference with Dean is held. The student is afforded the opportunity to have allegation explained and to respond. Parents may join this conference upon either student or staff request.
- If the allegation is sustained, the student is informed of any disciplinary action to be taken, including warning, detention, in-house suspension, or off-campus suspension. The process by which parents/guardians will be informed is explained: by student for minor infractions, by staff for all others. All due process rights (including right to appeal) are explained, as applicable.
- In the case of disciplinary action against students with disabilities, consideration is given as to whether the behavior being disciplined is a manifestation of the student's disability. In the event a manifestation is found, discipline will be suspended, and the student will receive accommodations or modifications to avoid a repeat of the behavior.

Section 11. Employee Retirement Systems: Education Code 47605(b)(5)(K)

Staff at the Mare Island Technology Academy High School participate in the federal social security system and have access to other school-sponsored retirement plans according to policies adopted as the school's employee policies. The School retains the option for its Board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation with the social security system as appropriate.

Element 12. Student Attendance Alternatives: Education Code 47605(b)(5)(L)

Public school alternatives: Students who choose not to attend MIT Academy High School may attend Vallejo City Unified District high schools, public schools in their district of residence, or other public schools through inter-district transfer as available.

Parents/guardians are informed that students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment at MIT Academy. MIT assures that the school will inform parents/guardians that students may attend VCUSD schools or pursue an intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Element 13. Return Rights of District Employees: Education Code 47605(b)(5)(M)

School staff who have left employment in the Vallejo City Unified School District to work at MIT Academy High School will have no guarantee of re-employment by the District.

Element 14. Dispute Resolution Process: Education Code 47605(b)(5)(N)

The Mare Island Technology Academy Board has adopted policies and processes for airing and resolving internal and external disputes.

Complaints: VCUSD agrees to refer all complaints regarding the MIT Academy High School operations to the MIT Academy Superintendent/Director for resolution in accord with the MIT Academy's adopted policies. A copy of MIT Academy's policies and dispute resolution process, as well as its Uniform Complaint Policy, is provided to MIT parents, students, board members, volunteers, and staff and is posted on the website. In the event that MIT's adopted policies and processes fail to resolve the dispute, the VCUSD Board agrees not to intervene in the dispute without the consent of the MIT Board unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

Dispute resolution: If the VCUSD Board believes it has cause to revoke this charter, VCUSD agrees to notify the governing board of MIT Academy and grant the Academy reasonable time to respond to the notice and take appropriate corrective action prior to revoking the charter. If corrective action fails to resolve the dispute, MIT and the District agree to submit the matter to a mutually agreeable third party for a non-binding recommendation on how to resolve the matter in accordance with the terms of the charter.

Other disputes will be handled in a three-step process:
1. Staff members of MIT Academy and VCUSD will meet to resolve the dispute.
2. Failing resolution at that level, a committee from each Board will meet to resolve the dispute.
3. Failing resolution at that level, the school and the District will submit the matter to a mutually agreeable third party for a non-binding recommendation on how to resolve the matter in accordance with the terms of the Charter.

School observation: VCUSD administrators may inspect or observe any part of the MIT Academy High School and the financial records for the school at any time but shall provide at least 3 working days notice to the MIT Academy Superintendent/Director prior to any observation or inspection. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the mutual consent of the MIT Academy Board.

Element 15. Collective bargaining (EERA): Education code 47605(b)(5)(O)

MIT Academy is the exclusive public school employer of the employees of MIT Academy for the purposes of the Educational Employee Relations Act (EERA). Employees are currently represented by the Mare Island Technology Academy Teachers' Association and the Mare Island Technology Academy Classified Employees' Association.

Element 16. School Closure Procedures: Education Code 47605(b)(5)(P)

The following procedures shall apply in the event MIT Academy closes, regardless of the reason for closure.

Closure of MIT Academy shall be documented by official action of the Board of Directors of MIT Academy. The action shall identify the reason for closure. The MIT Academy Board shall promptly notify VCUSD, within 10 business days, of the closure and the effective date of the closure. The official action shall also identify an entity responsible for closure-related activities. The MIT Academy Board of Directors shall also notify the County Office of Education, the school's SELPA, the retirement systems in which the school's employees participate (i.e., 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 the 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.

The MIT Academy Board shall also develop a list of students in each grade level and the classes they have completed, together with information on each student's districts of residence, which the Board shall provide to the entity responsible for closure-related activities.

The MIT Academy Board of Directors shall ensure notification to the parents and students of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided promptly, within ten (10) business days following MIT Academy's decision to close the School. If requested by VCUSD, MIT Academy shall transfer all appropriate student records to the VCUSD and shall otherwise assist students in transferring to their next school. If VCUSD will not store pupil records, MIT Academy will seek an arrangement with the Solano County Office of Education and shall provide a copy for parents/guardians of the pupil record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

All state assessment results, special education records, and personnel records shall be transferred and maintained in accordance with applicable law.

As soon as is reasonably practical, MIT Academy will prepare final financial records. MIT Academy shall also have an independent audit completed as soon as is reasonably practical, which period is generally no more than six months after closure. MIT Academy shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by MIT Academy and shall be provided to VCUSD promptly upon 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 MIT Academy. Any assets remaining after all obligations are satisfied shall be contributed to a California not-for-profit corporation by the MIT Board of Directors.

Element 17. Miscellaneous

Term: The term of the original charter began on July 1, 2001 and expired on June 30, 2006; the term of the second charter began on July 1, 2006, and expired on June 30, 2011; the term of the current charter began on July 1, 2011 and will expire on June 30, 2016. This is the fourth charter reauthorization, which will begin on July 1, 2016 and will expire on June 30, 2021. The District and the school agree that either may request an earlier renewal date, subject to the agreement of the other.

Amendment of Charter. Any amendment to this charter must be approved by Mare Island Technology Academy Board of Directors. The Board will then present a petition to the Vallejo City Unified School District requesting acceptance of the proposed amendment.

Revocation of Charter. This charter may only be revoked only for the reasons specified in the Charter Schools Act of 1992 or its successors and in accordance with the timeline specified in the California Education Code.

Renewal of Charter. The Mare Island Technology Academy High School will provide the Vallejo City Unified School District with the annual LCAP programmatic report indicating progress toward meeting each of the school's goals. The VCUSD governing board agrees to review the annual fiscal and programmatic audit and performance report as specified in Section I. Within two months of the receipt of the annual LCAP, the VCUSD Board must notify the governing board of MIT Academy as to whether it considers MIT High School to be making satisfactory progress relative to the student outcomes specified in section B and other operational goals specified herein. This annual notification will include the specific reasons for the VCUSD Board's conclusions. If, in its review of the school's annual reports, the District Board determines that the school is making satisfactory progress toward its goals, this charter, and any mutually-agreeable amendments, is renewed for a term of five years. The Mare Island Technology Academy Board will present a petition to renew in a timely manner prior to the end of term, and VCUSD agrees to respond to such petitions pursuant to the process and timelines specified in Education Code Section 47605 or its successors.

Severable terms: The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless mutually agreed otherwise by the governing boards of the District and MIT Academy. The District and MIT Academy agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely and proactive fashion.

External documents: This charter references and incorporates the Memorandum of Understanding and the Ground Lease.