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Charter of the
Mare Island Technology (MIT) Academy Middle School
A California Public Charter School

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

Mare Island Technology (MIT) Academy Middle School addresses the unique developmental characteristics and needs of students in grades 6-8. The School provides a unique opportunity to demonstrate the high level of academic and personal achievement that can be reached by all early adolescents—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 Academy Middle School serves students in grades 6-8. For middle 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.

We insist 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 high school success. For students who are underachieving, MIT offers supports through RtI strategies and classes, as well as AVID and other tutoring. For students seeking a greater challenge, MIT has individual options within courses, options to be advanced in math, and options to take Spanish and/or Mandarin, as well as a host of after-enrichment opportunities during the regular school day, such as robotics, and in the after-school program, such as Glee Club.

Demographics: Because we are a charter school, we attempt to mirror the ethnic/racial diversity of the community we serve. However, we use an open lottery system for choosing students from the applicant pool and creating the waiting list (~285 currently for the MS/HS.) MIT Academy middle school student demographics are compared in the chart below to the ethnic/racial disaggregation for Vallejo City USD's middle school students.

If historically underachieving races/ethnicities (African-American, American Indian, Hispanic/Latino, Pacific Islander, Other) are viewed as one group generally underrepresented in higher education and historically higher performing races/ethnicities (Asian, Filipino, White) are viewed as a second group generally overrepresented in higher education, MIT Academy Middle School is close to the same percentage of historically underachieving students as VCUSD: 67% compared to 73% in VCUSD

middle schools. Thus, the charter middle school and the VCUSD middle schools serve essentially the same population in their traditional programs.

2015-2016 Disaggregated Enrollment for Race/Ethnicity

Middle Schools	# students	African Amer	Asian	Filipino	Hispanic	White	Other
VCUSD: middle school aggregate	3229	938 **29%**	81 **3%**	511 **16%**	1236 **38%**	258 **8%**	205 **6%**
MIT Academy Middle School	427	82 **19%**	14 **3%**	82 **19%**	187 **44%**	48 **11%**	14 **3%**

Source: DataQuest

An educated person. An educated person in the 21st century must

1. Possess the communication skills necessary for successful employment in an ever-changing labor market and successful interpersonal relations;
2. Possess the knowledge, critical thinking, and creativity to effectively address issues related to mathematics and science, to apply historical knowledge to current situations locally and globally, and to interact with the world of the arts.
3. Be able to access and effectively use information from a variety of existing and future technologies; and
4. Be a life-long learner and an active citizen.

To ensure that all students entering MIT Middle School are promoted to high school meeting the age-appropriate definition of "educated persons," MIT Academy Middle 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: MIT Academy teaches reading, writing, listening, and speaking to the Common Core State Standards in grades 6-8. All students take a double-period of English language arts/Humanities. Students who need extra help in reading and appropriate English Learners receive intervention through READ 180 and System 44, the only middle 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. Students may also learn communication skills in Spanish or Mandarin, as an elective. All students practice communication skills through classroom projects, student-led conferences, and 8th grade portfolios.
   b. Mathematics: Students master the Common Core State Standards through three required mathematics courses: Math 6, Math 7, and Math 8. Those who need extra help in mathematics receive intervention through Math Workshop courses aligned to their regular mathematics course. Tutors provide additional support. Families of those who score significantly above grade level are offered the option of appropriate advance placement.
   c. Science: The New Generation Science Standards (and Common Core State Standards for science literacy) are featured in MIT Academy science

courses. Students complete three years of science.
- d. Physical education: Students participate in physical education classes each year, including fitness activities, nutrition education, health, and other elements.
- e. Study skills: All students take an introductory course in AVID study skills.
2. Teach technology skills through three years of technology coursework, during which students complete one certification in a Microsoft Office Suite application, as well as an introduction to programming and graphics. Technology courses feature appropriate elements from the California CTE standards in IT and digital art (and the Common Core State Standards for technical literacy.) Additionally, at least one college technology course appropriate for middle school students is taught on campus each year.
3. Assist students to gain skills as lifelong learners and responsible citizens through service learning and/or community service events, as well as community involvement projects. Advisors encourage students who have time to complete at least one appropriate community college class as a step toward meeting MIT High School graduation requirements. Many varied skill-based workshops and courses are offered through the after-school program.

This ultimate goal of promoting students who are "educated persons" is captured in the vision, mission, and fundamental principles of MIT Academy.

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 promote 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 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 Middle School is to challenge and empower our diverse community of young people, 6th through 8th 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. A student promoted from MIT Academy Middle School will exemplify personal excellence with a curiosity and passion for learning.

Our Uniqueness: Fundamental Principles: Recognizing the unique developmental characteristics and needs of young adolescents and our commitment to success for all students, MIT Academy Middle School embraces the core principles in *Turning Points: Preparing American Youth for the 21st Century*, a report issued in 1989

by the Carnegie Corporation's Council on Adolescent Development, and in *Taking Center Stage* (CDE, 2001), and *Taking Center Stage—Act II* (2010). These organizing principles serve as the basis for design standards that shape our educational program and support services. The MIT Academy Middle school…

- Embraces smallness, providing a nurturing learning environment that is responsive to the talents and needs of each student.
- Provides students with access to challenging, "no-walls" educational experiences that prepare them for high-quality secondary and post-secondary training and education.
- Organizes instruction and support services to ensure academic and personal success for every student, providing an array of choices in and beyond the classroom.
- Empowers stakeholders to make key pedagogical, management, and budgetary decisions.
- Supports faculty in their efforts to teach young adolescents with diverse talents, needs, and interests.
- Involves parents, families, schools/colleges, and the community to support students and enrich their learning

The standards guiding MIT Middle 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 Middle School instruction, along with AVID strategies. The way learning best occurs are captured in the MIT design standards detailed below.

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

<u>*Standards Governing Programs and Curriculum*</u>: MIT stakeholders recognize that curriculum lies at the heart of a standards-based approach to teaching and learning. The following six 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, the New Generation Science Standards, and other state content standards and prepare for success in a rigorous high school curriculum. All students promote with a thorough, functional, user knowledge of common workplace technology and an introduction to programming and graphics. Additionally, students successfully complete service-learning/community service projects and the 8th grade portfolio, as well as career exploration.

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

3. Grounding in early adolescent development. The MIT curriculum reflects the intellectual, physical, social, and emotional development of early 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 regular classes, co-curricular activities, after school programs, and appropriate community college courses. Advisement is a weekly feature.

4. Support. MIT students are provided with instruction and support that develops the talents and promotes the achievement of all students. MIT Academy Middle School provides a small and nurturing environment in which every student has the personal contact with staff that promotes high levels of motivation and success. Students are given extra support through after school tutoring and in-school study groups. Teachers coach students to build the learning skills in the AVID model.

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 support for students and adults to initiate and maintain interest-based clubs, competitive or non-competitive arts or sports teams, etc. When funding is available, MIT Academy offers a broad array of these activities through various after school programming.

6. Inclusivity. Middle school can be a time of social and emotional turmoil. Understanding that this is a part of young adolescent development, MIT makes a particular effort to promote inclusivity and acceptance of all students.

__Professional Teaching Standards__: MIT Academy Middle School selects, develops, and supports instructors who are committed to teaching young adolescents 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 Middle School is known for excellence in teaching:

1. Teachers engage and support all students in learning. MIT Academy Middle 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 the individual needs of underachieving students and employ technology to provide engaging, "real-world" learning experiences and promote self-directed, reflective learning.

2. Teachers create and maintain effective environments for student learning. MIT teachers establish a classroom climate that reflects order, fairness, and respect. They establish and maintain clear standards for student behavior and fully implement 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 involve students in assessing their own learning. Individual teachers and the school as a whole use assessment results to guide instruction and program.

School Improvement Standards: MIT Academy Middle School stakeholders guide program development and on-going organizational renewal and evaluation through agreed-upon standards. Progress in meeting these standards is determined by the stakeholders annually in the strategic planning process through analysis of data including staff and parent satisfaction surveys. The Strategic Plan then forms the foundation of the Local Control and Accountability Plan (LCAP) and tracks achievement of three school improvement goals:

- 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, the CDE test for science proficiency, the CDE measure of school success (e.g., API or equivalent) for both all students and significant sub-groups and re-designation and advancement rates for English Learners. Pupil outcomes for career readiness are measured by the rate of completion of one or more professional Microsoft Office Specialist certificates.

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, chronic absenteeism, and drop-out rates; 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 Middle School students. 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. If they are not keeping up with classroom assignments, they may need the extra support of RtI short-term intervention. This instructional design is also founded in research; see Research Base for Curriculum and Instruction in Appendix D.

- *Basic learning environment:* MIT Academy Middle School is a site-based, small school featuring project-based, technology-integrated learning and significant academic support. The current schedule (see Appendix E) reflects minutes in excess of the required 54,000/year, while providing a basic "block" schedule of 102 minute periods and includes an "advisory" class once a week. Early release Wednesdays provide an opportunity 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 required courses. The practice of providing parallel and intervention courses, as well as RtI, 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. MIT Academy is currently an AVID Highly Certified School.

- *Curriculum.* MIT Academy Middle School provides an impressive curriculum for a small school, offering required courses, as follows;
  - ELA/Humanities 6, 7, and 8
  - Math 6, 7, and 8 (and higher math, if appropriate)
  - Science 6, 7, and 8
  - Technology 6, 7, and 8
  - Physical education 6, 7, and 8

And elective courses which always include Spanish 1, 2, and 3; Mandarin 1, 2, and 3; and may include a wide spectrum of courses such as Robotics 1 and 2, Book Club, Literary Magazine, and various arts. See the Course Catalogue in Appendix E. Teachers annually create/adjust course curriculum maps in conjunction with the Chief Academic Officer and the Board's Curriculum Committee. All curriculum maps reflect the relationship between the appropriate standards and the content plan. Some courses also incorporate a degree of blended learning, using such programs as Study Island and Amplify.

- *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 Middle School uses a wide array of traditional materials, including a variety of books—textbooks (physical and online), supplementary books, recorded books, and outside reading books. Other non-technology materials include journals, globes, maps, charts, posters, and similar materials.

- *Technology.* All Middle School classrooms have at least 28 computers and interactive whiteboards to support MIT's technology-integrated curriculum. Many classrooms have Promethean clickers. All students complete three basic technology courses. Middle school students also have several choices for after-school activities, including a Tech Lab and Underwater Robotics club. Students generally receive and submit assignments online in most classes.

Plan for students who are academically low achieving.

- *Identification.* Incoming and continuing students are tested annually in math and English/language arts, using the STAR Renaissance assessment, in late spring to determine their mastery of grade level standards and their progress since the last test, giving MIT a second test-best measure of academic achievement. Those whose scores fall below the established cut point or who have CAASPP scores in the lowest two bands are considered low achieving. Additionally, students who are not on track for promotion 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 or others, as developed:
    o Response to Intervention (RtI)
    o Intervention courses
    o Tutoring
    o Academic recovery
    o "I Try," SART, and SARB contracts
    o Success Workshop

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 or English class. English Learners in the Early Intermediate and Intermediate levels of CELDT are also assigned to either System 44 or READ 180, in addition to their regular English course. 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:
    o **Parallel courses**, designed to give the learner extra time and support to master the standards in the current course, e.g., Math 7 Workshop, Math 8 Workshop).
    o **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 and regular, bi-weekly assessments; materials used are generally the textbook publishers' support materials, so terminology and expectations are similar to the regular class, augmented by digital programs. 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 next semester.

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 and college student tutors, who also provide services in the after school homework centers and online learning labs. Virtually all tutors are professionally certified through the National Tutoring Association. Students in AVID courses have access to AVID tutors.

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.

Success Workshop: For students who are failing 2 or more classes, MIT operates a 6-week, Monday after school intervention program, the Success Workshop. The Workshop serves no more than 12 underperforming students at a time to help them master weekly goal setting, reflecting on performance, effectively using the interventions provided by the school, and conducting professional communications with their teachers.

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 *Option to advance in mathematics:* Students who enter MIT Middle School with advanced mathematical abilities are allowed to enroll in the course(s) that will provide the appropriate level of challenge.

    o *Option to take Spanish or Mandarin courses:* Students who do not have intervention courses in their schedule have the option to take high school level Spanish (regular or for Spanish speakers) or Mandarin.

- *Option to take college courses:* At the high school, students complete 9 college units as a graduation requirement. High achieving middle school students are encouraged to challenge themselves with appropriate college courses offered on the MIT campus.

- *Recognition:* Honor Roll is recognized 6 times/year in assemblies.

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 Middle School Language Census and to parents.

- *Response.* Once an English Learners are identified, they are currently 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)

  Students are tested annually and redesignation is triggered when students score at Intermediate or above on the CDELT test and receive teacher recommendation for advancement.

  Instructional materials used in English Language Development include READ 180, System 44, and teacher created materials. Placement in System 44 or READ 180 is based on the initial assessment.

  Students who score at the CELDT Beginning level are provided with the System 44 curriculum (named for the 44 phonemes in the English language), which utilizes computer-assisted lessons involving listening, speaking, reading, and writing. The listening and speaking components focus on learning the phonemes of English and applying that understanding to early reading skill acquisition.

  Students who score at the Early Intermediate level or above are enrolled in Read 180, which is similar in structure to System 44 for developing listening, speaking, reading comprehension, and writing instruction. They may exit this support course when they demonstrate grade-level proficiency. In both courses, the teacher facilitates part of the instruction through a discussion of a reading and written task.

The System 44 and READ 180 instructors monitor individual student progress against typical expectations on a weekly basis and meet with the Chief Academic Officer (CAO) to review progress monthly. Any EL student who is not progressing at a reasonably typical pace is initially counseled by the instructor and advisor. If achievement progress does not improve, the teacher and CAO may introduce alternative instruction or make a recommendation for normal MIT intervention procedures.

In addition to these support classes, all English Learners (except some at the Beginning CELDT level) are also enrolled in a core English class. Teachers in these core classes are provided with professional development in using AVID strategies to support reading and writing. They also utilize ELD strategies provided by attending workshops conducted by Dr. Adria Klein, whom SCOE has recommended as an excellent resource for professional development in supporting English learners.

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.

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 school.

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 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.

Section 2. Measurable Student Outcomes: Education Code 47605(b)(5)(B)

MIT Academy Middle 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 Middle School students to become self-motivated, competent, lifelong learners. They are reflected in the Strategic Plan and the LCAP. These outcomes are the same as those reflected in Section 1, School Improvement Standards.

Measurable student outcomes and methods of assessment: The Strategic Plan and Local Control and Accountability Plan (LCAP) track achievement of three school improvement goals:
- 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).

Goal 1: To improve the conditions of learning for students. Basic services are measured through
- Teacher assignment: The number of core subject teachers teaching outside their area of qualification. Goal: ≤the mis-assignment rate for VCUSD
- Student access to instructional materials: The percentage of students who have access to requisite textbooks, additional materials, and required technology in all classes. Goal: 100%
- Adequacy of facilities. The rate of improvement or replacement of poor-quality facilities. Goal: 15% over 3 years
- Implementation of CCSS, NGSS, other state standards, and access to these standards by English Learners. Goal: 100% of students served in classes based on state-adopted standards
- Course access. Goal: ≥90% of students will have access to courses in the state curricular areas

The following methodology will be used to determine progress; persons responsible are also noted.

School Action	Method of Assessment	Person(s) Responsible
Targeted teacher recruitment	Credential analysis	HR Coordinator
Dissemination of materials	Inventory	Teachers, CAO
Facilities renovation	Completed work	S/D, CBO
State standards implementation	Curriculum audit	CAO
Provision of course access	Course audit	CAO

S/D = Superintendent/Director, CAO = Chief Academic Officer, CBO = Chief Business Officer

Goal 2: To improve pupil outcomes for all students.
- Academic performance is measured by

- o CAASPP math and ELA scores for all students and significant sub-groups. Goal: Equal to or higher than Vallejo City USD middle school scores ($\geq$VCUSD)
- o The CDE test for science proficiency for all students and significant - groups. Goal: $\geq$VCUSD
- o The CDE measure of school success (e.g., API or equivalent) for both all students and significant sub-groups. Goal: $\geq$VCUSD
- o Re-designation rates for English Learners. Goal: $\geq$VCUSD
- o Advancement rates for English Learners. Goal: $\geq$VCUSD
- Career readiness outcomes are measured by
  - o The rate of completion of one or more professional Microsoft Office Specialist certificates. Goal: 10% increase per year up to 80%

The following methodology will be used to support progress; persons responsible are also noted.

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
Professional Learning Community improvement		S/D
EL monitoring and support improvement		CAO, teachers

S/D = Superintendent/Director, CAO = Chief Academic Officer, CBO = Chief Business Officer

Goal 3: To improve engagement for all students and parents/guardians.
- Parent/guardian engagement is measured by
  - o Parent satisfaction. Goal: $\geq$80% satisfaction on annual survey
  - o Completion of agreed-upon hours. Goal: $\geq$80% completion
- Pupil engagement is measured by
  - o Attendance. Goal: $\geq$VCUSD
  - o Chronic absenteeism. $\leq$VCUSD
  - o Middle school drop out rates; $\leq$VCUSD
- Positive school climate is measured by
  - o Suspension rate. Goal: Decrease by 5% over a 3-year period
  - o Expulsions. Goal: $\leq$VCUSD
  - o Honor roll rate. Goal: Increase by 5% over 3-year period
  - o "F" rate. Goal: Decrease by 5% over 3-year period

The following methodology will be used to determine progress; persons responsible are also noted.

School Action	Method of Assessment	Person(s) Responsible
Positive parent support	Volunteer hours; survey	Volunteer Coordinator; staff
Student attendance monitoring	Attendance records	Teachers, CBO

| Positive school climate support | Suspension rates; grades | Dean, CAO |

S/D = Superintendent/Director, CAO = Chief Academic Officer, CBO = Chief Business Officer

Section 3. Outcome Measurement

Overview: MIT Academy uses meaningful and diverse assessments, as well as a defined assessment cycle for their administration; these are 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	CAASPP, PFT, CELDT	Annually, as available
Placement exams	CELDT, STAR math and English diagnostics	Annually
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
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 middle school, state school rankings as available, federal accountability, and MIT Academy Strategic Plan indicators.

MIT uses other assessments, beyond those directly related to the key student outcomes, to measure student progress. Grade matriculation and performance in academic and other courses are formative assessments of individual progress toward promotion.

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 management information system. 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^{3}M). MIT Academy has also embraced a culture of D^{3}M, 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 implementing standards-based grading;
- o adjusting curriculum and professional development; and
- o identifying and tracking students in need of intervention programs.

Data reporting: MIT Academy Middle 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 Middle School has a CDS code number (48-70581-6116255) 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.

Section 4. Governance Structure of School: Education Code 47605(b)(5)(D)

Legal issues: The Mare Island Technology Academy Middle 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 (see Appendix F)

MIT Academy Middle 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, gender, 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: Day-to-day administration of the school is managed by the Director, with duties assigned to the Chief Academic Officer, Chief Business Officer, Assistant Directors, staff/faculty, and parent/guardian and other volunteers as s/he sees fit, in accordance with approved position descriptions.

The corporation bylaws call for a Board of Directors of 7-11 persons. The student member elected by his/her peers is a voting member. The Board hires and evaluates the Director/Superintendent, establishes policy, exercises fiscal oversight, oversees the audit process, and approves and monitors implementation of the Strategic Plan, LCAP, and other plans.

Day-to-day administration of the school is managed by the Director, with duties assigned to the Assistant Director, staff/faculty, and parent/guardian and other volunteers as s/he sees fit. 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 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 Middle 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 Strategic Plan including parent involvement policies and strategies and regularly consults with parents and teachers regarding the school's educational programs.

Insurance. Through the California Charter Schools Association JPA Insurance Program, MIT Academy carries General Liability up to one million dollars per occurrence, School Board Miscellaneous Liability up to one million dollars per occurrence, Business

Automobile Liability up to one million dollars per occurrence, Excess Liability up to four million dollars, Crime Liability up to $1,000,000 per occurrence, workers compensation and employer's liability up to five million dollars, Domestic Terrorism Liability up to $5 million per claim, Cyber coverage $1,000,000 and Student Accident Liability up to $50,000 per claim.

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

Employee qualifications: The Mare Island Technology Academy Middle School employs instructional staff who meet the federal ESEA requirements 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 early adolescents, a fundamental belief that all students can successfully master rigorous curriculum given sufficient time and support, a willingness to employ applied/contextual learning strategies, significant instructional effectiveness, content expertise combined with a willingness to be a generalist, collaborative skills and willingness to work as a member of a Professional Learning Community, and a willingness to accept responsibility for the success of each student and 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 allows the District to annually inspect teacher credentials, upon request and 3-day notification, a process also conducted annually 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:
- EdJoin
- California Charter Schools Association
- ACSA
- UC/CSU and other university career centers
- California Language Teachers' Association
- *The Vallejo Times Herald.*

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. Benefits are also described in Appendix G.

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 Middle 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 Educational Association (MITAEA), an affiliation of CTA / NEA.

Professional development: Regular professional development is provided for all certificated staff, based on the needs indicated in the annual Strategic Plan. Classified staff are scheduled for appropriate trainings as needed. Teachers received in-service training through both internal and external providers, depending on available resources. The Director arranges for appropriate professional development for the Chief Academic Officer, Chief Business Officer, and Assistant Directors. The Director's professional development is arranged with the Board.

Section 6. Health and Safety Procedures Education Code 47605(b)(5)(E)

The Mare Island Technology Academy Middle 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 (see Attachment M);
- 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, as needed;
- 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.

The school's current Safety Plan, that is, the procedures the school follows to ensure the health and safety of students and staff, including disaster/emergency preparedness policies, and how MIT complies with applicable Cal-OSHA laws and regulations, is found in Attachment L.

Additionally, MIT Academy Middle 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.

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

Mare Island Technology Academy Middle 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 The implementation of several outreach meetings within the District to reach prospective students and parents;
- o Open-house/tours at the school, advertised on the School website; and
- o The wide distribution of outreach materials and applications through direct mail via lists of fifth grade students provided by VCUSD.

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

Mare Island Technology Academy Middle School actively recruits a diverse student/family population who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school is open to any resident of Solano and adjacent counties. 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: All applicants are admitted, space permitting. In compliance with the California Education Code governing charter schools, Mare Island Technology Academy Middle School uses an open enrollment lottery when student applications exceed school capacity. While this procedure meets legal requirements, it cannot be guaranteed to result in the vision of a racially/ethnically and socio-economically diverse student population nor a population that mirrors that of VCUSD.

Students may enter this lottery by the completion of a written application, which is available on the school website, www.mitacademy.org, or in hard copy at the school. Preference will be given to students who reside in the geographic boundaries of the Vallejo City Unified School District, to the siblings of students currently enrolled in Mare Island Technology Academy Middle School or MIT Academy High 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 may 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.

MIT Academy assures that the School is non-sectarian in its programs, admission policies, employment practices, and all other operations and does not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, sexual preference, or disability.

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

Audit: The MIT 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 an 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 firm 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 16 years of operation—and that for a very small amount. Should an audit exception be identified in the future, MIT will employ the following process and timeline for resolving audit exceptions and deficiencies:

- Director and Business Manager will review audit exception and assess scope and severity;
- Within 30 days, Director and Business Manager 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 Business Manager 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 Business Manager 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 the VCUSD Board of Trustees 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 Section 14, as necessary.

Financial memorandum of understanding: MIT Academy and VCUSD maintain a memorandum of understanding (MOU) that establishes the specific financial and service relationship between the two parties. This MOU will be reviewed at the date specified. This MOU may include but is not limited to the MIT Academy funding system; anticipated funding sources and amounts including revenue limit, categorical-based funding sources, other funding sources, cash flow and transfer, adjustments and reconciliation, supervisory oversight, data reporting, and District services provided to MIT. The District will include only revenue limit funding in determining the cap on "oversight" costs, should VCUSD choose to apply such costs.

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 maintains 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 to five-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 to the Board as a whole on 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 Middle School receives funding pursuant to Education Code Section 47613.5 directly from the State.

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 additionally provides to the District an annual performance audit on or before December of each year, if requested. This report, at a minimum, includes the following data:
- Summary data showing student progress toward the goals and outcomes specified in section A from assessment instruments and techniques listed in section B, 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 7 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 and/or suspended.
- 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.

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

Suspension and expulsion policies. The Mare Island Technology Academy Middle School maintains a comprehensive set of student discipline policies designed to ensure a safe and effective learning environment. These policies are reviewed annually by the Board, with input from students, parents, and staff. The policies are printed and distributed as part of the School's student handbook and clearly describe the School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits and the process for student suspension and expulsion (see Handbook, Appendix I).

The School 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 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: 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:

- An initial conference with Assistant Director 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, Saturday School, in-house suspension, or off-campus suspension. The process by which parents/guardians will be informed is explained either by the student for minor infractions or 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.
- In the event a student is under consideration for a Termination of Enrollment ("TOE"), the student and parents are afforded a meeting within 5 school days of the first day of suspension, at which time the TOE rationale is presented along with all relevant facts in the case. Parents are provided a hearing date, as well as a board deliberation date, in order to state their case and/or legally prepare for the hearing. Ultimately, all terminations of enrollment must be approved by the board of directors according to timelines set forth in EC 48900 – 48915.
- Policies and procedures regarding suspension and expulsion are periodically reviewed (typically annually or more frequently) and, when necessary, modified.

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

Staff at the Mare Island Technology Academy Middle 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. Staff participates in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation with the social security system as appropriate. In addition, staff has the option to participate in 403(b) or Health Savings Accounts (HSA's).

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

Public school alternatives: Students who choose not to attend Mare Island Technology Academy Middle School may attend other Vallejo City Unified District middle schools, public schools in their district of residence, or such other public schools through inter-district transfer as may be available.

Parents/guardians are informed that students have no right to admission to 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 informs parents that students may attend other District schools or pursue an intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Section 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 Middle School will have no guarantee of re-employment by the District.

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

Governing law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter

Complaints: VCUSD agrees to refer all parent/guardian, student, and community complaints regarding MIT Academy Middle School operations to the MITA Director for resolution in accordance with MITA's adopted policies. A copy of MITA's uniform complaint procedures and dispute resolution process is provided to MITA parents, students, board members, volunteers, and staff
(See Handbook, Appendix I).

Dispute Resolution: MITA and VCUSD are encouraged to attempt to resolve any disputes between the parties amicably and reasonably without resorting to formal procedures. MITA acknowledges the District's ongoing right to inspect or observe the charter school pursuant to the law, and that such inspection and observation is not subject to this dispute resolution process.

In the event of a dispute between MITA and VCUSD, the complaining party agrees to first frame the issue in written format ("dispute statement") and send it to the designated representative of the other party. For purposes of this dispute resolution process, VCUSD's designated representative shall be the Superintendent, and MITA's designated representative shall be the MITA Director. In the event that VCUSD believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or serve as a prerequisite to VCUSD's ability to proceed with revocation in accordance with Education Code section 47607.

The VCUSD Superintendent (or designee(s)) and MITA Director (or designee(s)) shall informally meet and confer in a timely fashion to attempt to resolve the dispute not later than 10 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify one (1) Board member from their respective boards who shall jointly meet with the VCUSD Superintendent and MITA Director, and attempt to resolve the dispute within 10 business days from the date of the informal meeting between the VCUSD Superintendent and MITA Director. If this joint meeting fails to resolve the dispute, the VCUSD Superintendent and MITA Director shall identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute.

The format of the mediation session shall be developed jointly by the VCUSD Superintendent and MITA Director. Mediation shall be held within 60 business days of receipt of the dispute statement, unless the parties mutually agree in writing to extend the timeline. The costs of the mediator shall be split equally between VCUSD and MITA. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of VCUSD and MITA.

Section 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 MIT Academy Education Association (MITAEA), an affiliate of CTA/NEA.

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

The following procedures shall apply in the event MIT Academy Middle School closes for any reason.

Closure of Mare Island Technology Academy Middle School 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 Solano 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 School 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 Middle 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, the School shall 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 the School. Any assets remaining after all obligations are satisfied shall be contributed to a California not-for-profit corporation by the MIT Board of Directors.

Section 17. Miscellaneous

Term: The term of the original charter began on July 1, 1999 and expired on June 30, 2002; the term of the second charter began on July 1, 2002, and expired on June 30, 2007; the term of the third charter began on July 1, 2007 and expired on June 30, 2012; the term of the fourth charter began on July 1, 2012 and expires on June 30, 2017. The term of this charter will begin on July 1, 2017 and expires on June 30, 2022. 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 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 Middle School will provide the Vallejo City Unified School District with an annual programmatic report indicating progress toward meeting each of the school's goals, if requested. The VCUSD governing board agrees to review the annual fiscal and programmatic audit and performance report material specified in Section 9. Within two months of the receipt of this annual report, the District Board must notify the governing board of MIT Academy as to whether it considers Mare Island Technology Academy Middle School to be making satisfactory progress relative to the student outcomes specified in section 2 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.