

Petition for Charter

for the

**~~Mosaica Online Academy of Los Angeles~~ Valiant
Academy of Los Angeles**

For the Term: March 2014 through March 2019

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I hereby certify that the information submitted in this petition for a California public charter school to be named ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles (“MosaicaValiant” or the “Charter School”), and to be authorized by the Acton-Agua Dulce Unified School District (“AADUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all pupils who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.

- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.
[Ref. Title 5 California Code of Regulations Section 11960]

Justin Schmitt, Head of School

INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools.

~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles fully embraces the Legislative intent of the Charter Schools Act and its mandate. The Charter School will provide students with a rigorous, college-preparatory education: one that couples the flexibility and individualized learning experience afforded by online instruction with a daily live class session designed to allow the students real-time interaction with their teacher and peer group and enable students to make connections in a larger context.

~~The Charter School will engage Mosaica Education—a leader in charter-school-development that operates scores of successful educational programs across the country and has been recognized as an “Education Innovator” by the U.S. Department of Education.~~

The Charter School will deliver excellence in education by:

- Hiring quality teachers for online instruction and providing them with extensive pre- and in-service professional development to ensure best practices are consistently applied across all subjects, grades and media.
- Utilizing an online model which has been built specifically to the online medium and, unlike many other online options, incorporates a variety of instructional methods to best suit the needs of individual learners including but not limited to, audio, animation, manipulatives and other activities designed to keep students more interested and engaged.
- Providing individualized learning opportunities for a wide range of students by tailoring programs to individuals’ capabilities and needs – and offering an extensive selection of courses - including Advanced Placement Courses - for the high-school grades

- Including daily instructional time on Paragon®, a highly interactive, award-winning Social Studies curriculum developed by Mosaica Education that teaches to multiple intelligences and utilizes a wide range of instructional strategies designed to foster student participation and optimize learning.
- Promoting parent and community involvement—online, through volunteer opportunities, and through special programs such as Paragon® nights and parent coffees.
- Producing quality measurable outcomes in areas including but not limited to: academic progress; student enrollment, attendance and retention; teacher professional development; and parent satisfaction.

The Charter School will operate as a K-12 charter school to serve students in Los Angeles County and adjacent counties.

Mosaica Education currently operates Mosaica Online schools in Arizona, California, Colorado, Ohio, and Michigan. Below are a few testimonials from current Mosaica Online parents:

FOUNDING GROUP

The California State Board of Education, in its Model Application for Charter Schools, has stated that the founding group of a charter school should be able to present evidence that it and its members have the necessary background in the following areas:

- Curriculum, instruction and assessment;
- Finance, facilities and business management; and
- Organization, governance and administration.

The founders will provide the background and necessary expertise in the above areas to ensure the success of the Charter School.

Board resumes are included as Appendix 1.

~~Additionally, the following consultants have been hired to assist in the development and operation of this Charter School:~~

~~In 2004, U. S. Department of Education recognized a Mosaica Education school as one of just eight "high achievers" nationally and representatives from the U.S. Congress visited the school to witness its success. In 2007, a Mosaica Education school was among the recognized as a National Charter School of the Year by the Center for Education Reform.~~

~~Across all Mosaica Education schools, parent satisfaction runs well above 80%. Year-over-year academic progress at Mosaica Education Schools consistently runs above the national norm. Last year, on average, we had 1.33 years of growth in Math and 1.24 years in Reading.~~

~~MosaicaValiant Education will ensure that Mosaica Online Academy of Los AngelesValiant Academy of Los Angeles complies will comply with all State Standards and is accredited in California. Mosaica Education will also assist the Charter School in obtaining accreditation from Western Association of Schools and Colleges ("WASC"). Valiant Academy applied for WASC accreditation in the spring of 2015 and was awarded candidacy status accreditation for a period of three years at which point the school will have an opportunity to earn full accreditation.~~

~~Key personnel from Mosaica Education who will be integrally involved in working with the Charter School Board to establish and operate the Mosaica Online Academy of Los AngelesValiant Academy of Los Angeles include:~~

~~**Michael J. Connelly, Chief Executive Officer**— Mr. Connelly joined MosaicaValiant Education in 1998. From 1989 to 1997, Mr. Connelly was a member of the Board of Directors and Executive Committee of Children's Discovery Centers of America, where he worked with Dawn and Gene Eidelman, the founders of Mosaica Education. — Mr. Connelly has a B.A. in Mathematics from Michigan State University and a J.D. from Columbia University School of Law. — He is a board member and past Chairman of National Council of Educational Providers~~

and is a member of the Board of Visitors of Columbia University School of Law and the Education Industry Leadership Board of the Education Industry Association.

Dawn Eidelman, Ph.D., Co-Founder, Chief Education Officer—Dr. Eidelman has 25 years' experience as a teacher, college professor, curriculum designer and business executive. A multilingual specialist in the Humanities, she holds Master's and Ph.D. degrees from Emory University. Dr. Eidelman supervises the development of curriculum, teaching methods and staff training based on her experience in teaching world literature, languages, writing, history, sociology and philosophy as a college professor. Dr. Eidelman co-founded Prodigy Consulting—a highly successful corporate childcare company. She designed the interdisciplinary concept for the Paragon curriculum used by schools under management by Mosaica Education throughout the United States. In 2000, Dr. Eidelman was selected One of the Ten Outstanding Young Americans by the United States Jaycees.

Gene Eidelman, Co-founder and President—Mr. Eidelman co-founded Mosaica Education in 1997 and currently serves as its President. Mr. Eidelman is responsible for strategic planning with an emphasis on operations, human resources, business development and quality assurance. Mr. Eidelman has 30 years' experience in finance, budgeting, marketing, human resources, and organizational effectiveness in both public and private companies. Prior to co-founding Mosaica Education, he co-founded Prodigy Consulting in 1988, a company that developed and operated community and corporate-sponsored childcare centers. Mr. Eidelman was instrumental in growing Prodigy from scratch and had 22 centers running at the time when Prodigy merged with Children's Discovery Centers, Inc. Mr. Eidelman did his undergraduate work at the University of Los Angeles. In 1999, the Junior Chamber International selected Mr. Eidelman as one of the Ten Outstanding Young People of the World. He is Vice Chairman of the Board of Georgia Charter School Association and board member for the Coalition for Education Choice and Wochangi Charter School Fund. He also serves on a University of Los Angeles's Advisory Board for a special project in conjunction with the U.S. Department of Education.

Michael Rist, Chief Financial Officer—Mr. Rist has over 20 years of international experience and a record of success in financial leadership roles within Corporate Finance for Public and Private Companies and Big 4 Public Accounting. Mr. Rist holds a B.S. in Accounting and Finance from the Copenhagen Business School and an MBA from the Villanova School of Business. He is a Certified Public Accountant and active in a number of professional organizations.

Stephanie Dunbar, Director of eLearning—Ms. Dunbar came to Mosaica Education from the Georgia Department of Education where she was the Program Manager and CAO of the Georgia Virtual School. A seasoned teacher and administrator, she has taught a wide range of students from those "at risk" to those considered "gifted and talented". Ms. Dunbar has ten years experience in specifically in K-12 online education and will play a vital role in establishment and operation of the Mosaica Online Academy of Los Angeles.

Margit Frendberg—Director of Professional Development—In her decade of working with Mosaica Education, Ms. Frendberg has played a significant role in the creation of more than 80 professional development workshops for teachers, school leaders, and regional and national

leadership team members. She was part of a small design team that created the Paragon Curriculum and developed the individual lesson structure of Paragon Humanities—Mosaica Education's proprietary humanities-based middle school curriculum. A seasoned program director and educator, Ms. Frenberg holds degrees from the University of California, St. Mary's College and San Francisco State University. She started her career as a teacher in the San Francisco Unified School District, and is currently based in Kensington, California.

Adam Boudreaux, Director of Information Technology—Mr. Boudreaux manages Mosaica Education's school and office networks, comprised of 100 servers, 5100 desktop PC's, and 1500 laptops. He also manages the 15-member technical support team that serves Mosaica Education's 72 charter schools across eight US states and ten international locations. He holds a BBA in Computer Information Systems from Georgia State University in Atlanta, and he has more than a decade of experience in information technology management. Mr. Boudreaux will oversee the technical aspects of this virtual online schooling project.

ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

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

Mission Statement

The Mission of ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles is to provide K-12 students a rigorous online academic program designed to utilize the best aspects of both synchronous and asynchronous instruction, featuring world-class content and college preparatory skill building. Through compelling inquiry-based learning, ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles will instill in students intellectual curiosity and a sense of their unique purpose and strengths.

Vision Statement

~~At Mosaica Online Academy of Los Angeles we will offer students a rigorous program of the basics coupled with an innovative integrated Social Studies curriculum. The design of this program comes from Mosaica Education, Inc., a leader in educational innovation and charter school operation.~~

~~Mosaica Education has proven highly successful in generating strong academic progress in bricks and mortar schools across the country and has specially tailored a curriculum for the Online Academy to make the most of what the online medium has to offer.~~

~~The program is structured each aspect for maximum educational impact. Thus, it:~~

- ~~Is designed to emulate the research-based best practices in reading, math, science and languages curricula.~~
- ~~Provides curricula in a context that uses innovative and effective instructional methods to include all students and provides each student with an individualized path for personal growth and development.~~
- ~~Presents social studies and technology in an innovative, integrated fashion that develops student self-awareness and self-esteem as it helps students grasp their place in history and the world.~~
- ~~Reflects a clear understanding that children learn in a whole variety of ways and do best when challenged at an appropriate, individualized pace.~~

Unlike many of today's online learning options, the ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles model is built specifically to the online medium and incorporates audio, animation and images to keep students more interested and engaged. It is designed to capitalize on the best opportunities that the online venue has to offer for both synchronous and asynchronous learning. It is capable of supporting the academic needs of a wide range of students, and it provides excellent support for English Learners by combining words and images, as well as audio and visual content.

~~A portion of daily instructional time will focus principally on Paragon®, an integrated social studies program designed by Mosaica Education, and other core subjects as they are integrated into the Paragon® curriculum. Paragon is designed to be highly interactive, teaches to multiple intelligences, and utilizes a wide range of instructional strategies designed to foster student participation and optimize learning. It allows students to learn about the history of great ideas and heroes in U.S. and world culture in a hands-on approach with integrated art and technology. This interdisciplinary world history curriculum that follows a student-centered, personalized approach to learning that combines constructivism with rich content.~~

Overall, ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles envisions a learning experience that combines the best of online learning with its capacity for individualized self-paced instruction, featuring an innovative, interactive curriculum.

Should Mosaica Online Academy of Los Angeles terminate for any reason its relationship with Mosaica Education, such change will be considered a material revision to the charter and must be approved by the District pursuant to Education Code Sections 47605 and 47607.

Educational Philosophy

Whom the School is Attempting to Educate:

The Charter School will serve approximately 100 students in grades K-12 during the first year, with an anticipated growth to 500 students by year five. Our educational program is based on the instructional needs of our target student profile.

Our target student profile is not limited to any particular demographic. Instead, the Charter School is designed and organized to serve students and families who have chosen an online classroom setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options.
- Students of all ability levels seeking additional academic and learning opportunities.
- Family relationships, personal beliefs and values, and families who prefer to home school.
- Scheduling (i.e. sports, drama, extracurricular activities).
- High-risk/at-risk for successfully achieving high school graduation or equivalency.
- Health reasons prohibit them from attending normal classroom programs

In education, one size does not fit all and the Charter School is dedicated to providing students and families with an online learning environment that can meet individual students' unique needs. The goal of the Charter School is to create a school that enables all of its students to becoming ~~self-motivated~~self-motivated, competent, lifelong learners.

Online education in particular is growing in importance. Usage of computers has become commonplace in all lines of work. Weak economic conditions and growing opportunities for telecommuting find more parents at home. Shortages of teachers, particularly in key subjects such as science and math, limit classroom-based learning opportunities.

The report "Changing Course: Ten Years of Tracking Online Education in the United States"¹ provides the following overview of national trends:

The 2012 Survey of Online Learning conducted by the Babson Survey Research Group reveals the number of students taking at least one online course has not surpassed 6.7 million. Higher education adoption of Massive Open Online Courses remains low, with most institutions still on the sidelines.

"The rate of growth in online enrollments remains extremely robust, even as overall higher education enrollments have shown a decline," said study co-author Jeff Seaman, Co-Director of the Babson Survey Research Group. "Institutional opinions on MOOCs are mixed," added coauthor I. Elaine Allen. "Some praise them for their ability to learn about online pedagogy and attract new students, but concerns remain about whether they are a sustainable method for offering courses."

Todd Hitchcock, Senior Vice President of Online Solutions, Pearson Learning Solutions, stated, "Learning is no longer limited to four walls – learning can happen anywhere – and it already is happening everywhere, everyday. The growth of online learning underscores this need for quality, flexible education programs that meet the demands of our 21st-century workforce."

Frank Mayadas, Senior Advisor to the Alfred P. Sloan Foundation and founding President of the Sloan Consortium noted, "As in past years, the survey demonstrates the continuing robust

¹ Allen, I.E. and Seaman, J. (2013). **Changing Course: Ten Years of Tracking Online Education in the United States**. Available: <http://www.onlinelearningsurvey.com/reports/changingcourse.pdf>

growth in a wide range of institutions. It underscores the importance of online learning in higher education in the U.S. What a remarkable ten year period the survey has captured.”

Key report findings include:

- Over 6.7 million students were taking at least one online course during the fall 2011 term, an increase of 570,000 students over the previous year.
- Thirty-two percent of higher education students now take at least one course online.
- Only 2.6 percent of higher education institutions currently have a MOOC (Massive Open Online Course), another 9.4 percent report MOOCs are in the planning stages.
- Academic leaders remain unconvinced that MOOCs represent a sustainable method for offering online courses, but do believe they provide an important means for institutions to learn about online pedagogy.
- Seventy-seven percent of academic leaders rate the learning outcomes in online education as the same or superior to those in face-to-face classes.
- The proportion of chief academic officers who believe their faculty accept the value and legitimacy of online education has not increased – it now stands at only 30.2 percent.
- The proportion of chief academic leaders who say online learning is critical to their longterm strategy is at a new high of 69.1 percent.
- The perception of a majority of chief academic officers at all types of institutions is lower retention rates for online courses remain a barrier to the growth of online instruction.

As a public charter school, the ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles is open to students from AADUSD, Los Angeles County, and adjacent counties of Ventura, Orange, San Bernardino and Kern.

How Learning Best Occurs

Learning best occurs when the teachers are ~~well-prepared~~ well prepared, best practices are employed, the students are engaged, and the lessons suit individual needs.

The Charter School’s educational approach features an innovative curriculum, a high degree of connectivity and personalized attention, intensive teacher training and inquiry-based student-centered learning. Its program focuses on practical application of knowledge and strong parent and community involvement with the Charter School. Through effective use of technology, it enables teachers to custom-tailor academic programs to students’ unique skills and interests – all aimed at optimizing our students’ learning experience.

Our students are given continuous opportunities to succeed through the cultivation of multiple intelligences and talents. The supportive environment, along with daily exposure to content-rich programs derived from research-based teaching methods that engage children at all levels, mean our students will develop a life-long enthusiasm for learning.

Personalized instruction and continuous assessment are cornerstones of the ~~Mosaica~~ Valiant Education Academy model. The Charter School staff will be trained in techniques of differentiated instruction, enabling them to identify students’ learning styles and to create

learning activities compatible with the students' needs. At the same time, the Charter School will use varied assessments to enable students to demonstrate their understanding of concepts and skills. These assessments will also be used to develop further lessons that address individual student needs.

~~MosaieaValiant Education's Academy's~~ Professional Development Program design is based on ~~local~~ needs as measured by surveys, interviews and observation; and the experience of ~~MosaieaValiant Education's Academy's~~ trained professional-development personnel, who remain up-to-date on new as well as tried-and-true teaching methods and strategies. At ~~Mosaiea Online Academy of Los Angeles~~ Valiant Academy of Los Angeles, more than a month of training will take place before the school year begins, and ongoing training will continue throughout the school year, based on detailed assessments of staff needs.

~~MosaieaValiant Education-Academy~~ is continuously updating teaching strategies through instructional reflections and by maintaining a finger on the pulse of new research. This includes a specific focus on developing best practices in teaching in an online environment. These teaching strategies insure that students are given every opportunity to succeed and that the Professional Development program remains fresh and useful.

~~MosaieaValiant Education-Academy~~ opens portals of opportunity. Our "Pillars," the tenets of our model, create openings that give each school its unique personality and customized attributes – its portals.

Each pillar of ~~MosaieaValiant Education's Academy's~~ educational approach stems from proven research and our team's years of experience in effective instructional and administrative practices. Some of the underlying research that supports our approach includes the following:

Teaching to Multiple Intelligences: - ~~MosaieaValiant Education-Academy~~ recognizes different domains of ability, or "intelligences," as described by Dr. Howard Gardner.² Gardner's Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children are likely to have expertise in other areas, such as music, spatial relations, or interpersonal skills. Our program seeks to capitalize on children's various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.

Reciprocal Teaching: Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The ~~MosaieaValiant Education-Academy~~ model is predicated on the balance between rigorous core courses in Language Arts, Mathematics, and Science and a Social Studies curriculum that applies basic core skills in a highly engaging manner, providing students with content knowledge rich in cultural literacy.

Differentiated Instruction: Differentiation is a teacher-driven effort to respond to variations among learners. Teachers can differentiate instruction in at least four areas: content, process,

² Gardner, H. The unschooled mind: how children think and how schools should teach (1991); Gardner, H., & Hatch, T., Multiple intelligences go to school: Educational implications of the theory of multiple intelligences (1989) at 18(8), 4-9.

products/culminating projects, and learning environment. ~~Mosaica~~Valiant Education Academy teachers are taught effective strategies for successfully tailoring all of these areas to individual student needs, insuring that different learners are all given the best opportunity to succeed.

There is much evidence showing that students are more successful academically if they are taught in ways that match their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998). Also, differentiating instruction is a key part of effective professional development. Expert teachers pay attention to their students' varied learning needs (Danielson, 1996); "to differentiate instruction, then, is to become a more competent, creative, and professional educator."³

What it Means to be an Educated Person in the 21st Century:

An educated person in the 21st century will be the product of the educational philosophy of "deep and broad" student-centered instruction. He/she has a mastery of basic skills and knowledge built on a rich range of content – knowledge that provides the foundation necessary to thrive in an increasingly interconnected world.

The educated person will be versed in the use of technology as a tool for communications, research, computations, analysis and a range of other purposes. He/she will have an understanding of National history and culture as well as a sense of the workings of the world and of his or her place in local, national and global communities.

The educated person will have been exposed to co-curricular areas such as music and art. He/she will have benefited from an educational experience designed to engender a strong sense of self and foster a love of learning.

The educated person will emerge from high school poised and prepared for success in the finest colleges and universities and beyond.

Curriculum

The Charter School's curriculum will comply with Common Core State Standards and will be designed to the accreditation standards of WASC as well.

This curriculum will be college-preparatory in nature, and designed to bring out the best in each student it serves. In every case, it has the flexibility to be tailored through individualized assessment and instruction.

Details on the ~~Mosaica~~Valiant OnlineValiant Academy Academy academic program are provided in Appendix 2. Here is a quick overview:

Grades K-8: Courses in the primary grades will focus on laying a solid educational foundation for our students. By being both rigorous and engaging, they will capture students' attention, foster a love of learning, and lay the groundwork for student success in high school and beyond. To

³ All references from Tomlinson, C. (2001). Differentiation of Instruction in the Elementary Grades. ERIC Digests.

accomplish this Valiant Academy will use the best college preparatory homeschool and online curriculum available.

- English Language Arts: the ELA program at MosaicaValiant incorporates all five important building blocks of ELA development:

- Phonic Awareness
- Phonic
- Fluency
- Vocabulary
- Comprehension

It helps students to develop listening and speaking skills as well as reading and writing skills. It is designed to work effectively with students from the first steps of learning to read and write through learning to use reading and writing as tools for learning.

- Mathematics: our math curriculum builds essential skills while incorporating interesting challenges and puzzles. It is designed to continually build upon, reinforce and strengthen prior knowledge. The curriculum provides ample opportunity for students to apply ideas, tools and manipulatives in a real-world context.
- Science: Through our science programs, students explore topics through text and simple experiments; learn about grade level appropriate topics such as living and nonliving things, force and motion, light and sound, the solar system and the universe, electricity and matter, and scientific purpose; follow a lesson format in which they learn how to gather, organize, and interpret data and scientific information pertaining to concepts in the areas of physics, chemistry, biology, and earth science.
- EL: The EL curriculum uses a multi-media approach, including songs and animation, to help students gain fluency in English while at the same time advancing their math and ELA skills. Our online EL program supports a variety of different first languages.
- Foreign Language: Students will begin foreign language studies at MosaicaValiant starting in kindergarten. Spanish and French will be offered using an engaging format designed for teaching students to speak, listen, and read in these languages.
- Social Studies: ~~The cornerstone of MosaicaValiant's social studies program will be Paragon®, the award-winning, innovative, integrated curriculum designed by MosaicaValiant® Education. Paragon® employs a holistic approach to examining specific world cultures and eras in all their complexity. Through Paragon®, students learn how to think critically as they journey through an exploration and consideration of the economy, art, music, philosophy, environment and culture of specific times and places in world history. As students transition between units and periods in history, they are asked to compare specific eras and cultures with each other and with their own place and time. Student will engage in a Social Studies curriculum that is engaging and multi-media rich. Students will have the opportunity to learn course content through a variety of styles and they will be able to demonstrate their learning in multiples ways.~~

Grades 9-12: In grades 9-12, our curriculum builds upon the foundation established in the early years. Courses will be provided to meet the core requirements for California. A variety of Advanced Placement courses will also be made available. Valiant Academy will use a multiple curriculum publishers in order to secure best home school and online curriculum available for its students.

Subjects will include:

- English
- Mathematics
- Science
- History
- Social Studies
- Foreign Language (Spanish & French)

Our EL program for high school, as in the primary grades, is highly interactive, multi-media and reinforces other learning in mathematics and ELA as it builds English language fluency.

A detailed description of the available courses for grades 6 – 12 students is found in Appendix 3.

Instructional Materials

At the ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles, we will make the most of our online medium – our goal is that our students will actually do the vast majority of their learning online. This will be facilitated by a rigorous, content rich curriculum combined with synchronous and asynchronous teacher communication and feedback.

All content for the core areas of math, science, and English/Language Arts and Social Studies will be presented online through a combination of vendor created and teacher created materials.

The Charter School's online learning will be available via password-permitted online access. This will require that students have use of a computer with high-speed internet access. The Charter School will develop a policy that will allow for the loan of laptops and subsidized high speed internet access to all students who demonstrate need, regardless of a student's free and reduced lunch status, for the time that they are enrolled. This policy will be shared with the District upon completion and approved by the District before it is implemented.

In addition to a computer, students will need a headset for synchronous learning and for listening to lessons. Teachers will need stylus software to write on the virtual whiteboard and depending upon the curriculum selected, students may as well. These items will be provided to students as needed.

Annual Goals in the State Priorities

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and

fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
• Mosaica Online Academy of Los AngelesValiant Academy of Los Angeles will hire and maintain a highly qualified faculty. • Mosaica Online Academy of Los AngelesValiant Academy of Los Angeles will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.	• All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. • Faculty will have 40+ days of targeted professional development, based on Individualized Professional Development Plan (IPDP) and the needs of students based on data. • School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. • Annual community survey. • Faculty participates in shared decision making process.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
• All Mosaica Online Academy of Los AngelesValiant Academy of Los Angeles curriculum will be aligned to CCSS. • All Mosaica Online Academy of Los AngelesValiant Academy of Los Angeles curriculum will be designed to support ELs and other struggling subgroups.	• Curriculum maps for each course written prior to school opening and revisited yearly. • All curriculum maps will have goals and strategies to support ELs. • 40+ days of professional development, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
• Parents view themselves as a key component of the schools' and student success. • Parents demonstrate high satisfaction with the school's program.	• Published list of differentiated opportunities for parental involvement. • Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.). • Annual community survey.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)

- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
- All students will become proficient in English, math, science and social science. - Students perform well on all external tests. - Students show growth on benchmark assessments. - All students show growth on external measures.	- Standards based and aligned curriculum. - Regular benchmark assessments (minimum 3x per year) aligned to standards - Extensive student support structures (remediation courses, office hours, tutoring, differentiated instruction) - Rigorous graduation requirements (beyond UC A-G) - Curriculum maps designed to support ELs and struggling students - Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
Students attend school regularly, consistently and on time.	- Advisory System and course to support students. - Social-Emotional learning in all courses. - Personalized Student Achievement Plans (PSAPs) - Extensive support structures, including early intervention plans. - Extensive community building via orientation and weekly Advisement meetings.

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
Goal 1: Pupil suspension rates will be less than 3% annually. Goal 2: Pupil expulsion rates will be less than 1% annually. Goal 3: Mosaica Online Academy of Los Angeles Valiant Academy of Los Angeles will annually survey students, parents, and teachers about online school safety and connectedness.	• Extensive community building via orientation and weekly Advisement meetings as well as other school events. • Social-Emotional Learning in all courses. • Personalized Student Achievement Plans (PSAPs). • Analysis of and action plans from community surveys.
State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
• 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.	• Rigorous graduation requirements that exceed A-G. • Extensive Support Systems (advisory, tutoring, office hours, remedial courses, etc.). • Comprehensive college admission process and program.
State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
Goal 1: All students will become proficient readers and writers of the English Language. Goal 2: All students will become proficient in mathematical skills and content. Goal 3: All students will become proficient in science concepts and scientific thinking. Goal 4: All students will become proficient in social science practice and content.	• Standards based and aligned curriculum maps. • Regular benchmark assessments (minimum 3x per year) aligned to standards. • Extensive student support structures (remediation courses, office hours, tutoring, and differentiated instruction). • Rigorous graduation requirements (beyond UC A-G). • Curriculum maps designed to support ELs and struggling students. • Extensive professional development, (40+

days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.
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Plan for Students Who are Academically Low Achieving

The gap in achievement between students from different socioeconomic and racial/ethnic backgrounds is one of the most persistent challenges facing educators, a challenge that has become increasingly imperative for schools to conquer as they struggle to meet AYP goals stipulated by NCLB. The Response to Intervention (RTI) model is used as a vehicle for closing the achievement gap between different subgroups of students. The RTI model identifies three distinct tiers of service delivery. The majority of students will need only Tier 1 services, the least expansive and most broadly available options for serving needs. A smaller percentage of people, however, will need more specialized assistance, or greater “dosages” of intervention; Tier 2. The third tier is reserved for those students who need the most intense assistance.

The success of this intervention model hinges on teachers’ and administrators’ ability to keep as many students in the primary and secondary intervention as possible, thereby concentrating resources on those students most in need of intensive aid, those in Tier 3. In applying the RTI model on a school-wide basis, schools are expected to change the allocation of resources and re-engineer their design and delivery of instruction in keeping with the tenets of the three-tier approach. Such reallocation of resources is projected to boost the academic performance of all students, not just those undergoing screening for possible entry into special education programs. This model is applied at ~~Mosaica Online Academy of Los Angeles~~Valiant Academy of Los Angeles through the following methods:

Screening: Placement tests, used in conjunction with any other assessment portfolio information we have on the student and placement according to that screening (of course, we never use a single data point – and this does not apply to certain populations, such as students with IEPs or EL).

Progress Monitoring: ~~Mosaica Online Academy of Los Angeles~~Valiant Academy of Los Angeles will use the Performance Series from Scantron to progress monitor students against national standards quarterly. In addition, teachers will use Scantron Achievement Series to monitor progress on specific strands via curriculum based measures (weekly, on average). Students with IEPs have goals and objectives with skills that are directly linked to standards and benchmarks, and weekly probes are taken to progress monitor students toward the annual goals and objectives.

Intervention: In Tier 1, all students in the class receive differentiated instruction from the teacher. In Tier 2, the student who is struggling or identified as at-risk, works with intervention programs or groups to fill in gaps in learning. The student still receives instruction from the classroom teacher that is supported by the intervention programs. In Tier 3, students who are still struggling while receiving intervention from the teacher and intervention programs begin the Intervention Assistance Team process.

By not tracking students academically, we avoid labeling and lowering expectations for some students at a young age; the philosophy of the Charter School is that all students work on an equal playing field, with systems in place that foster an individualized learning pace, with high, yet appropriate expectations for all. The long-term relationships students and families build with school staff will help identify and nurture students who might otherwise slip through the cracks in a more institutional school environment. If students are not progressing appropriately, even with differentiated instruction and informal strategies, the Charter School and parent will continue to work together to refine strategies for success, including potential referral to the Student Support Team for more formal levels of support and intervention.

MosaicaValiant AcademyOnline has a no social promotion policy, which means that we use various assessments to determine the appropriate grade level of a student. Specific performance goals will be established once baseline data is available. The diagnostic and prescriptive nature of online learning enables MosaicaValiant AcademyOnline to custom-tailor curricular materials to individual student needs and monitor their progress. The program generates instructional assignments to promote proficiency in areas of weakness.

Plan for Students Who are Academically High Achieving

The online format allows for a high degree of differentiation and use of the multiple intelligences such that a student's unique talents and gifts are accentuated through implementation of this curriculum.

A student identified as academically high-achieving is easily afforded the opportunity for enrichment and acceleration in the flexibility offered through this curriculum. In fact, philosophically, all students at the Charter School will essentially be treated as academically high-achieving students - they will benefit from Personalized Student Achievement Plans and will be guided in a learning experience designed to build strong fundamentals in an enriching, challenging context.

Lessons will feature an "Above and beyond" segment that provides supplementary materials and suggestions for further study, allowing a continuum of learning possibilities. Teachers will guide students to the appropriate materials based on their Personalized Student Achievement Plans and goals and will help students challenge themselves and exceed their goals at every step.

The curriculum offers the flexibility for students to work beyond grade level. Coursework includes numerous Advanced Placement options for advanced high school students.

Plan for English Learners

Overview

The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent

English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement strategies for serving English Learners which are research based, supported by Charter School resources, and evaluated annually for effectiveness.

Home Language Survey

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

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment⁴ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

English Learner Instructional Strategies and Curriculum

A specific EL component is included the curriculum offered by ~~Mosaica~~ Valiant Online ~~Valiant Academy~~. This highly interactive, multi-media coursework is designed to incorporate learning in mathematics and science even as it assists students in developing fluency in English.

Interactive lessons strengthen reading, listening, speaking, and writing skills. Constant feedback and assessment ensures that students get the differentiated instruction they need.

This curriculum supports students with a variety of first languages.

All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing ("CCTC") equivalent.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the CELDT,

⁴ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.

- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

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

Plan for Serving Students with Disabilities

Overview

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

The Charter School will be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPAs: Los Angeles County SELPA, Southwest SELPA, and El Dorado County Charter SELPA.

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

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

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

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

Services for Students under the “IDEIA”

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law.

Staffing

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

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

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

Identification and Referral

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

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

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for

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

IEP Development

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

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

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

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable

to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. 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 Charter School.

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

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

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

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

the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary.

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

A copy of our proposed Section 504 Policy and Procedures is included in Appendix 4.

Notification to Parents Regarding Transferability of Courses to other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements.

~~Upon charter approval, the Charter School plans to request affiliation with WASC. In the spring of 2015 Valiant Academy was accredited by WASC with candidacy status. The school is currently in the process of seeking A-G approval of its courses. Once such a request is made, a review visit can be scheduled after the Charter School has been in operation for at least three months. Pending notification on our accreditation status, courses will be submitted to the UC/CSU systems for A-G course approval.~~

The Charter School will inform parents of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents will be required to complete an orientation that will include a review of the handbook. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis. A state-certified high school diploma will be issued to all students who meet the Charter School's graduation requirements:

Graduation Requirements

Course	Course Length	Credits
English	4 years	40
Mathematics	4 years	40
➤ Algebra I		
➤ Geometry		
➤ Algebra II		
➤ One advanced level math		
Social Studies	4 years	40

➤ World History ➤ American History ➤ Two additional years of Social Studies which must include ½ year of Economics and ½ year of American Government		
Science ➤ Biology ➤ Two additional years of science, one of which must be a physical science ➤ At least two lab sciences are required	3 years	30
Foreign Language ➤ Must be the same language	2 years	20
Visual and Performing Arts	1 year	10
Physical Education	2 years	20
Electives ➤ Two years ➤ In addition to all other requirements		20
Total Credits		220

California High School Exit Exam (CAHSEE)

- ▶ The CAHSEE will be given at a satellite location on designated testing dates.
- ▶ Students will receive results of the exam within eight weeks after testing is completed.
- ▶ Students will have annual opportunities to retake the exam on either part (English or Math) previously not passed.
- ▶ Students will receive additional instruction, if needed, to help ensure success.
- ▶ Students will not receive a high school diploma if they have not passed both parts of the CAHSEE at the end of their senior year.

Attendance Guidelines

The Charter School offers a greater number of instructional minutes than set forth in Education Code Section 47612.5(a) for the appropriate grade levels and operates at least for the required minimum of 175 days. The Charter School expects that students will engage in educational activities assigned by the Charter School on all school days unless ill and documented by a physician's note. The Charter School maintains written records that contemporaneously document all student attendance and make these records available for audit and inspection.

Students are expected to log in daily to the learning environment and actively participate in their courses. With the exception of scheduled (live) sessions, a student may plan his/her daily schedule to best suit his/her needs and learning style. On average, ~~Mosaica~~ **Valiant** students have an extended school day and should plan to spend 6.5 to 7 hours per day working in their classes. Below is an outline of the amount of time students can expect to work in each subject each day. The total time may be spent in live class sessions and/or working independently. Teachers will suggest daily guidelines on assignments.

Grades K-5

- Language Arts – 120 minutes
- Math – 90 minutes
- Science – 60 minutes
- ~~Paragon~~ Social Studies – 90 minutes
- Foreign Language – 30 minutes each week
- Physical Education – (varies)

Grades 6-8

- Language Arts – 90 minutes
- Math – 90 minutes
- Science – 90 minutes
- ~~Paragon~~ Social Studies – 90 minutes
- Electives – 30 minutes

Grades 9-12

- Language Arts – 60 minutes
- Math – 60 minutes
- Science – 60 minutes
- ~~Paragon~~ Social Studies – 60 minutes
- Class 5 – 60 minutes
- Class 6 – 60 minutes

Independent Study Legal Compliance

The Charter School will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; and the Charter School must file for a funding determination as a condition of funding. Attached as Appendix 5, please find the Charter School's Master Agreement for Participation.

ELEMENTS 2 AND 3: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

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

and

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

The Charter School shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

Additional Affirmations

- The Charter School affirms that benchmark skills and specific classroom-level skills will be developed
- The Charter School affirms that exit outcomes will align to the mission, curriculum, and assessments
- The Charter School affirms that college-bound students wishing to attend California colleges or universities have the opportunity to take courses that meet the "a-g" requirements
- The Charter School acknowledges that exit outcomes and performance goals may need to be modified over time

Outcomes Aligned to the State Priorities

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES		
<u>State Priority #1.</u> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
• Mosaica Online Academy of Los AngelesValiant Academy	• All candidates will undergo a rigorous hiring process, which	• 90% satisfaction rating on annual community survey

of Los Angeles will hire and maintain a highly qualified faculty. • Mesaica Online Academy of Los Angeles <u>Valiant Academy of Los Angeles</u> will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.	includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. • Faculty will have 40+ days of targeted professional development, based on Individualized Professional Development Plan (IPDP) and the needs of students based on data. • School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. • Annual community survey. • Faculty participates in shared decision making process.	results • 85% of faculty reach Individualized Professional Development Plan (IPDP) Goals. • Less than 10% of faculty leaving Mesaica Online Academy of Los Angeles <u>Valiant Academy of Los Angeles</u> after two or fewer years that are a cultural, philosophical and skills fit. • Faculty does yearly assessment of materials during intersession PD time. 90% of faculty agree leadership meetings are productive on community survey.
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State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
• All Mesaica Online Academy of Los Angeles <u>Valiant Academy of Los Angeles</u> curriculum will be aligned to CCSS. • All Mesaica Online Academy of Los Angeles <u>Valiant Academy of Los Angeles</u> curriculum will be designed to support ELs and other struggling subgroups.	• Curriculum maps for each course written prior to school opening and revisited yearly. • All curriculum maps will have goals and strategies to support ELs. • 40+ days of professional development, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students.	• 75% of ELs are redesignated yearly. • 90% of ELs make progress towards EL proficiency as measured by the CELDT. • School leadership/ department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT

• Parents view themselves as a key component of the schools' and student success. • Parents demonstrate high satisfaction with the school's program.	• Published list of differentiated opportunities for parental involvement. • Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.). • Annual community survey.	• 75% of parents complete community survey. • Parental attendance at community meetings is significant according to school leader. • 90% of parents agreeing to focused questions on annual community survey.
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State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
• All students will become proficient in English, math, science and social science. • Students perform well on all external tests. • Students show growth on benchmark assessments. • All students show growth on external measures.	• Standards based and aligned curriculum. • Regular benchmark assessments (minimum 3x per year). aligned to standards • Extensive student support structures (remediation courses, office hours, tutoring, differentiated instruction) • Rigorous graduation requirements (beyond UC A-G) • Curriculum maps designed to support ELs and struggling students • Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and	• 70% or more of all students will demonstrate at least one year of growth on the CST or CCSS. • 70% of students will show growth on their internal benchmark assessments for each course. • 97% or more of students will earn a passing grade of C or above in their courses. • On average, 75% of students are proficient or above on STAR or CCSS. • 75% of all subgroups score a proficient or above on STAR or CCSS. • API is above 800. • School meets AYP. • 95% of students pass CAHSEE on first attempt.

	subgroups.	• 100% of students complete UC A-G requirements. • 90% of ELs make progress towards EL proficiency as measured by the CELDT. • 75% of ELs are reclassified as measured by the CELDT. • 80% of students have passed an AP exam with a score of 3 or higher.
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State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
• Students attend school regularly, consistently and on time.	• Advisory System and course to support students. • Social-Emotional learning in all courses. • Personalized Student Achievement Plans (PSAPs) • Extensive support structures, including early intervention plans. • Extensive community building via orientation and weekly Advisement meetings.	• 95% Average Daily Attendance. • Less than 2% annual Chronic Absentee Rate. • Less than 1% Middle School Dropout rate. • Less than 3% High School Dropout Rate (cohort). • 95% High School Graduation Rate (cohort).

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
Goal 1: Pupil suspension rates will be less than 3% annually. Goal 2: Pupil expulsion rates will be less than 1% annually. Goal 3: Mosaica Online Academy	• Extensive community building via orientation and weekly Advisement meetings as well as other school events. • Social-Emotional Learning in	• Less than 3% suspensions. • Less than 1% expulsions. • 90% of students are satisfied with Mosaica Online Academy of Los

of Los Angeles Valiant Academy of Los Angeles will annually survey students, parents, and teachers about online school safety and connectedness.	- all courses. - Personalized Student Achievement Plans (PSAPs). - Analysis of and action plans from community surveys.	Los Angeles Valiant Academy of Los Angeles on community survey. 90% of parents are satisfied with Mosaiea Online Academy of Los Angeles Valiant Academy of Los Angeles on community survey.
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State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.	- Rigorous graduation requirements that exceed A-G. - Extensive Support Systems (advisory, tutoring, office hours, remedial courses, etc.). - Comprehensive college admission process and program.	95% of students graduate on time. 98% of students are accepted to a 4 year college.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
Goal 1: All students will become proficient readers and writers of the English Language. Goal 2: All students will become proficient in mathematical skills and content. Goal 3: All students will become proficient in science concepts and scientific thinking.	- Standards based and aligned curriculum maps. - Regular benchmark assessments (minimum 3x per year) aligned to standards. - Extensive student support structures (remediation courses, office hours, tutoring, and differentiated instruction).	70% or more of all students will demonstrate at least one year of growth on the English STAR test or CCSS test. 70% of students will show growth on their internal benchmark assessments for English.

Goal 4: All students will become proficient in social science practice and content.	• Rigorous graduation requirements (beyond UC A-G). • Curriculum maps designed to support ELs and struggling students. • Extensive professional development, (40+ days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.	• 75% or more of all students will be proficient or above English STAR or CCSS test. • An average of 70% or more of all students will be classified as having an advanced or proficient grade level equivalence on Scantron Performance Series assessments. • 97% or more of all students will earn a passing grade of C or above in their English course. • 70% or more of all students will demonstrate at least one year of growth on the CST for math. • 70% of students will show growth on their internal benchmark assessments for math. • 75% of students will be proficient or above on the math STAR test or CCSS test. • 97% or more of students will earn a passing grade of C or above in their math course. • 70% or more of all students will demonstrate at least one year of growth on the CST for science. • 70% of students will show growth on their initial benchmark assessments for science. • 75% of students will be proficient or above on the science STAR test. • 97% or more of students will earn a passing grade of C or above in their science course. • 70% or more of all students will demonstrate at least one year of growth on the CST for social
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		science. • 70% of students will show growth on their initial benchmark assessments for social science. • 75% of students will be proficient or above on the social science STAR test. • 97% or more of students will earn a passing grade of C or above in their social science course. • 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their STAR or CCSS test. • School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and ELD standards and have supports for ELs and struggling students.
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The Charter School shall pursue the following measurable student outcomes:

OUTCOME	METHODS OF MEASUREMENT
The Charter School shall make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act	Annual AYP determination
The Charter School shall meet or exceed a 93% rate attendance rate.	Period two (2) attendance count.
The Charter School shall meet or exceed its Academic Performance Index (API) growth target school-wide and within reportable subgroups on an annual basis	Annual Academic Performance Index determination

The Charter School shall receive an average score of 8.0 on a scale of 1-10 on annual Parent satisfaction surveys	Annual Parent satisfaction surveys
The Charter School students shall increase Scaled Scores by at least 1.25 years from fall to spring using Scantron Performance Series, which is a nationally normed <i>and</i> criterion referenced assessment.	Pre and Post testing scores

Using the data analysis techniques discussed below, the Charter School will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program and to these stated outcomes, and to further break these outcomes into shorter term benchmarks.

The Charter School will participate in all state required assessments for applicable grade levels in assessing core subjects.

In addition, the use of computer adaptive assessments has the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students, entire grades and the whole school. Thus, the most frequent assessment will be the weekly reports of student performance generated by the online program.

Other assessments will include:

- Criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies: specifically designed for gathering detailed information about how well a student has performed on each of the educational goals of the curriculum.
- Authentic assessments using portfolios—print and video: These portfolios will document students' work, display a command of skills and content, and provide insight into the learning process over time. These will include a variety of student work samples along with observations and evaluations of student learning and performance by the student, school staff, parents and peers as applicable.
- Performance-based assessments: These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, dramatic and oral presentations, video productions, research, etc. ~~The in-class Paragon® component of our curriculum will include many of these types of assessments based on projects conducted individually and in groups.~~
- Documentary assessments: These assessments involve organizing the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction. These methods of assessment are connected to students' lives and learning experiences and represent the real-world challenges they will face.

Use And Reporting Of Data

Report of Individual Student Progress

The online medium enables close tracking of student progress on an ongoing basis. Teachers, parents and students will be able to clearly track grades and performance against goals daily.

The following formal reports of student progress will also be provided to parents as indicated:

Parent Conferences – required meetings in which the student’s progress is discussed and samples of work provided	4 times per year
Report Cards – distributed at the parent conference (only mailed home on exception basis)	4 times per year
Personalized Learning Plans – either mailed home, given to parent or guardian when child is picked up, or sent home via back pack	4 times per year
Grade Updates – although not specific to the achievement of an individual child, provides parents and guardians with curriculum updates	2 times per year

Use of Achievement Data to Improve Upon Charter School Programs

The Charter School will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations.

As outlined above, the Charter School will implement a range of measurements – both quantitative and qualitative – to track to annual student achievement. These measurements will be used to make adjustments to our educational program.

The Charter School evaluates results analyses, from both longitudinal school-wide performance and comparisons with similar schools tested, into its plan for school-wide shifts in curriculum and instruction on a yearly basis. This will set the tone for teacher training.

~~Curriculum and accountability staff from MosaicaValiant Education will work with school leadership and teachers in training to focus instruction, further align standards in weak areas, shift pedagogical practices and analyze class and student groupings.~~

Parent feedback will be gathered annually through an independent survey.

School Accountability

The Charter School will be responsible for the publication of an annual School Accountability Report Card (“SARC”).

Pursuant to Education Code Section 47604.3, the Charter School will promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District. The Charter School will automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m). The Charter School recognizes the right of the District to conduct random inspections of the Charter School pursuant to Education Code Section 47607.

ELEMENT 4: GOVERNANCE STRUCTURE

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

Non-Profit Public Benefit Corporation

The Charter School will be operated by ~~Mosaica Online Academy of Los Angeles~~ Valiant Academy of Los Angeles ("~~Mosaica~~Valiant Online~~Valiant~~ Academy"), a California Nonprofit Public Benefit Corporation.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of The Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law. Attached, as Appendix 6, please find the Articles of Incorporation, Corporate Bylaws and Conflict of Interest Code for ~~Mosaica Online Academy of Los Angeles~~Valiant Academy of Los Angeles.

Board of Directors

The Charter School is governed by a corporate Board of Directors who shall be selected, and serve, and govern the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law.

In accordance with Education Code Section 47604(b), the District may appoint a representative to serve on the Board of Directors. Neither employees of nor contractors to the Charter School will serve on the board.

At least once quarterly, the Board of Directors will meet within a 30-mile radius of the District Office.

As previously cited, attached, as Appendix 1, please find the resumes of the current board members.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing;

- Negotiation and approval of a MOU or other contracts with the District;
- Approval of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal)
- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law
- Long-term strategic planning for the Charter School;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Reviewing and approving the selection of the Head of School, as necessary;
- Reviewing and approving the evaluation of the Head of School;
- Monitoring the performance of the Charter School and taking necessary action to ensure that the Charter School remains true to its mission and charter;
- Monitoring the fiscal solvency of the Charter School;
- Participation in the Charter School's independent fiscal audit;
- Participation in the Charter School's performance report to the District;
- Participation as necessary in student expulsion matters; and
- Increasing public awareness of the Charter School
- Fundraising efforts

The Charter School will update the District of changes to the Charter School Board of Directors.

The Charter School's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

Board Meetings

The Board of Directors will meet at least monthly (except for summer months) to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

The Charter School shall adopt a conflicts code which shall comply with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code and any conflicts restrictions that may be adopted in the future as applicable to the Charter School.

The Board of Directors meetings will be headed by a Board President, who will be elected annually amongst the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate annually in training regarding board governance, the Brown Act, and conflicts of interest rules.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those duties with the exception of dismissal of employees, approval of Board policies, approval of the budget or budget revisions or purchases over \$25,000. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Charter School Head of School

The Head of School will be the leader of the Charter School. The Head of School will ensure that the curriculum is implemented in order to maximize student-learning experiences. She/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Head of School will be responsible for administering the Charter School in all of the aspects of its day to day operations, working with the Charter School Board of Directors, the District, students, parents, and community members and the other governing bodies specified by local and state law. The Head of School's duties shall include, but are not limited to, the following:

- Provide instructional leadership to the Charter School
- Attend meetings at the District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties;
- Supervise all employees of the Charter School; make recommendations to the Board of Directors regarding the hiring of all Charter school employees;
- Provide performance evaluations of all Charter School employees at least once annually;
- Prepare proposals of policies for adoption by the Board of Directors;
- Provide comments and recommendations regarding policies presented by others to the Board;
- Advise the Board and make written recommendations to the Board on programs, policies, budget and other school matters;
- Communicate with the Charter School's legal counsel;
- Stay abreast of school laws and regulations;
- Participate in the dispute resolution procedure and the complaint procedure when necessary;
- Write applications for grants;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues periodically upon request;
- Provide all legally required financial reports to the District;
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles;
- Present quarterly financial reports to the Board of Directors;
- Provide assistance and coordination in the implementation of curriculum;
- Oversee parent/student/teacher relations;
- Attend IEP meetings as required by law;
- Oversee student disciplinary matters;

- Coordinate the administration of Standardized Testing;
- Plan and coordinate student orientation;
- Attend all Charter School Board meetings and attend as necessary District Board meetings;
- Site safety;
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities;
- Establish a Communication Model to facilitate communication among all the groups within the Charter School, between the Charter School and the District, and between the Charter School and the community at large;
- Graduations; and
- Facilitate recruitment, information, and back to school events.

The above duties may be delegated or contracted as approved by the Board to another employee of the Charter School or to an appropriate third party provider as allowed by applicable law.

Parent Participation in Governance

The Board of the Charter School shares common goals towards the involvement of parents in their students' education. As stated earlier, research has clearly demonstrated that increased parental involvement in a child's education directly impacts student achievement rates. At the Charter School we are interested in increasing opportunities for whole families by empowering parents with confidence and trust in the educational setting. Therefore, school leaders, teachers and board members will personally invite and encourage parent participation in all facets of the Charter School's operation.

The very nature of the online program allows for parental involvement on a daily basis through access to the Learning Management System and all teacher/student communications. Parents are encouraged to support students in their academic pursuits and to participate in synchronous online events with students and staff.

We offer training in the areas of school curriculum and technology for parents to be able to work with their children to keep them at a level where they meet and exceed the established goals of their personalized student achievement plan. ~~The Charter School will feature periodically scheduled Paragon Nights, which follow the culmination of Paragon Units. Parents and family members will be invited to attend these online events to celebrate with their children and watch student performances.~~

Parents will receive regular email communications with detailed information about upcoming subjects, events, and areas to focus on assisting their children.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

In accordance with Charter School health and safety policies, described below, all employees shall be fingerprinted and background checked and receive background clearance and tuberculosis clearance prior to commencing employment with the Charter School.

Following are descriptions of the key positions for the Charter School.

Please Note: *These descriptions are intended to indicate the kinds of tasks and levels of work difficulty that will be required of these positions. They are not intended to limit, or in any way to modify the right of any supervisor to assign, direct or reassign duties and responsibilities of this job at any time. The use of a particular illustration shall not be used to exclude non-listed duties of similar kind or level of difficulty.*

Position: *Head of School*

Last Revision: *7-1-134/7/2017*

Employment Type: *Administration/At-Will/Exempt*

Reports to: *MosaicaValiant Education
Regional Vice President
Board of Directors*

Accountable To: *MosaicaValiant Education and School Board of Directors*

Supervisory Responsibilities: *Responsible for the supervision and training of all school staff. Responsible for performing all supervisory responsibilities in accordance with applicable laws and the school's charter and outlined policies and procedures.*

Position Summary: To serve as the leader of the Charter School. Provide school leadership that ensures excellence in teaching and student learning while promoting community support and maintaining efficiency in operation. To insure compliance with all aspects of: state and federal law; board policies and procedures; and compliance requirements of the authorizer.

Primary Tasks⁵:

1. Create a school culture that focuses on student and adult learning.
2. Set high expectations and standards for the academic and social development of all students and the performance of adults.
3. Demand content and instruction that ensures student achievement of academic standards as outlined in the charter agreement.
4. Create a school philosophy that values continuous learning for adults tied into student learning and other school goals.

⁵ NAESP in partnership with Collaborative Communications Group, Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do

5. Use multiple sources of data collection to analyze barriers to achievement and to access, identify and apply instructional improvement.
6. Actively engage the community to create shared responsibility for student and school success.

Characteristic Duties and Performance Standards: (Essential)

1. Articulate a clear vision of the goals, objectives and commitment of the charter school to all stakeholders. Communicate effectively with parents, students, faculty, the board, state authorizer, ~~Mosaica Valiant Education and the~~ and community. Communicate board actions to faculty, staff, students, and parents.
2. Recruit, interview and select qualified teachers and other staff. Insure that all new hire documentation is submitted to the appropriate parties in a timely manner.
3. Provide instructional and learning leadership that focuses on the four basic elements of: curriculum, instruction, performance and evaluation.
4. Share responsibility for the development and implementation of the Charter School's strategic plan to insure that educational goals, assessment standards and benchmarks are met according to the charter agreement.
5. Insure and oversee the accurate maintenance of administrative records meeting all state and regulatory requirements.
6. Set job performance standards, and evaluate faculty and staff.
7. Institute a mentoring program for teachers within the Charter School.
8. Oversee and insure meaningful parental involvement in the Charter School and their child's learning.
9. Generate public support for the Charter School's program and education in general as the public information officer of the Charter School and supervisor of the overall public relations program.
10. Oversee the development and implementation of marketing plans to attract students to the charter school.
- ~~11. Monitor the school curriculum and the Paragon Curriculum to insure proper implementation and assessment and to insure that it is updated annually.~~
- ~~12.~~11. Develop and implement a school budget, analyze and control expenditures with an understanding of the relationship between the instructional program and the budgeting process. Supervise and insure that financial reports are completed and submitted to the board in a timely manner.
- ~~13.~~12. Write proposals for grants and/or oversee grant writing.
- ~~14.~~13. Supervise and insure the accuracy and completion of the Annual Report and annual school calendar and submit them to the board in a timely manner. File all

required reports with local, state and federal education agencies, Board of Directors and authorizer.

- ~~15.14.~~ 14.15. Work with the appropriate staff to develop schedules and staff assignments and to insure the effective and efficient use of time to protect academic subject blocks from disruptions.
- ~~16.15.~~ 15.16. Communicate policy recommendations for the Board's consideration and action.
- ~~17.16.~~ 16.17. Serve as chairperson for faculty meetings, academic committees, school improvement committees and administrative committees and attend other committees as needed.
- ~~18.17.~~ 17.18. Direct and serve as a model to insure the safety, security and attractiveness of the Charter School building and grounds. Oversee the development of a Code of Student Conduct that defines the responsibilities of administrators, teachers, parents, and students in supporting a safe, secure learning environment.
- ~~19.18.~~ 18.19. Develop, with the Charter School leadership team, the Emergency Response Plan and insure its effective implementation by all staff and students.
- ~~20.19.~~ 19.20. Provide effective staff and professional development programs that are tied to student learning and match school goals to model continuous professional growth and improved student and teacher performance.
- ~~21.20.~~ 20.21. Use multiple sources of data collection including standardized tests, portfolios, observations, conferences and grades to assess student performance and to plan instruction.
- ~~22.21.~~ 21.22. Use technology effectively for administrative, instructional and communications functions.
- ~~23.22.~~ 22.23. Attend local, state, and national events as much as possible and participate in local and state principals' associations and the California Charter Schools Association.
- ~~24.23.~~ 23.24. Be familiar with school law, including the implications on the educational program and on liability. Keep abreast of developments and consult with the board members in times of uncertainty.
- ~~25.24.~~ 24.25. Adhere to all procedures and policies as outlined in the Employee Manual.

Performance Standards:(Marginal)

1. Perform various assigned responsibilities, as allowed by state and federal law; of other employees in their absence to the extent other responsibilities permit.

Required Education/Skills: Master's Degree in education, management or related field. A minimum of three years demonstrated work experience as a HoS/principal, assistant HoS/assistant principal or related professional field.

Needs to demonstrate the ability to:

- Communicate through superior written and oral communications skills.
- Work on multiple projects and adhere to deadlines.

- Respond to requests by the board, authorizer and parents in a positive and timely manner.
- Make sound decisions within the parameters of authority.
- Be courteous, professional and tactful at all times.
- Maintain a positive working relationship with faculty, staff, board members, parents, students, authorizer and community.
- Motivate and create a shared vision within the Charter School community.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

Required Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in this position description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Position: ~~Curriculum Implementation Specialist~~ Principal **Date of Last Revision:** ~~3-29-08~~ 4/7/2017

Employment Type: Professional/Exempt/At-Will **Reports To:** Head of School

Accountable To: ~~Head of School; Mosaica~~ Valiant Education Regional Vice President of Curriculum and Operations; and Mosaica Valiant Education Regional Curriculum Implementation Specialist Board of Directors

Supervisory Responsibilities: Teachers

Position Summary: To serve as the Instructional Specialist for all areas of the curriculum and facilitator for all academic programs for the Charter School. Monitor curriculum implementation and instruction to ensure excellence in teaching that supports student achievement. Provide teachers with an exemplary ongoing professional development program that contributes to their development as knowledgeable, informed, responsible and accountable educators and as leaders.. Ensure that students receive a first class learning experience that maximizes their intellectual, social, emotional, and physical development, including the continuous development of their intellect and problem solving skills.

Primary Tasks:

1. Share a commitment to the success of the mission, goals, and objectives of the charter school.
2. Provide leadership and fully participate in a school culture that focuses on student and adult learning.
3. Set high expectations and standards for the achievement of instructional staff, students and own personal performance.
4. Offer continuous and targeted professional development that directly supports the Charter School curriculum and instruction that ensures continuous student achievement of the Charter School's academic standards.