Meadows Arts and Technology Elementary School Charter

Renewal for the term
July 1, 2019 – June 30, 2024
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AFFIRMATIONS AND DECLARATION

The Meadows Arts and Technology Elementary School ("MATES" or the "Charter School") will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Meadows Arts and Technology Elementary School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

- The Charter School shall be non-sectarian in its programs, admissions 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 admit all students who wish to attend the Meadows Arts and Technology Elementary School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random lottery to determine admission. 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 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
• The Charter School shall ensure that teachers in the Charter School hold 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 noncore, noncollege preparatory teachers. [Ref. 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

• The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

• The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

• The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs. [Ref. Education Code Section 47605(c)]

• The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

• The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

• The Charter School shall comply with the Public Records Act.

• The Charter School shall comply with the Family Educational Rights and Privacy Act.

• The Charter School shall comply with the Ralph M. Brown Act.
• The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Brenda Olshever, Executive Director

Date

The MATES community is very proud of the numerous successes since its last renewal in April, 2014. Some of them include the following:

Awards –

- 2014 California Distinguished School Award
- 2014 California Exemplary Arts Education School – MATES was one of thirteen schools in the state of California to earn this distinction.
- 2018 -- Number 2 Elementary School in California according to Niche.com (The largest website for researching K-12 schools)
- 2018 – Mr. LaGuardia, MATES Music Specialist received the City of Thousand Oaks Cultural Affairs Commission Community Impact Award
- 2019 – Number 1 Public Elementary School in Ventura County according to Niche.com
- 2019 – Number 1 Public Elementary School Teachers in Ventura County according to Niche.com

Curricular Accomplishments –

- Implementation of the new California State Standards\(^1\) -- The implementation of the Common Core State Standards (“CCSS”) required faculty training on the philosophical shifts in the standards, adoption of new curricula, and changes to programming. Specifically, the Curriculum Committee has successfully implemented the English Language Arts and Math standards at MATES. This has included extensive staff development through on-campus as well as off-campus workshops and conferences on strategies such as Project ACT, Number Talks, Problem of the Month, and close reading. The Committee has also facilitated the adoption of a Scholastic Literature Library for the primary grades in order to support the core literature program, the adoption of the Secret Stories phonics program, and the adoption of the McGraw-Hill My Math program.

- Implementation of the Next Generation Science Standards (“NGSS”) – MATES implemented NGSS through extensive staff development and training, adoption of the STEMscopes science curriculum, and the installation of a new hands-on science lab for all students.

- Implementation of the English Language Arts/English Language Development (“ELA/ELD”) Framework – MATES implemented the ELA/ELD Framework to effectively meet the needs of our English language learners through both integrated and designated ELD instruction.

- Individualized Learning Plans for English Learners – MATES implemented Individualized Learning Plans (ILPs) for every English Learner (“EL”) student. The ILP process includes a meeting with each EL family to discuss the student’s English development progress, set goals for improvement, and discuss strategies implemented to help the student meet the goals.

- Implemented a Response to Intervention Program – A strong Response to Intervention (“RtI”) program was implemented to help to meet the needs of struggling students. MATES hired two part time intervention teachers. One works with primary students and one works with the upper grade students. The RtI specialists see their students in small, flexible groups to work on remedial skills in order to help the students succeed.

\(^1\) The Common Core State Standards, Next Generation Science Standards, remaining State Content Standards, and English Language Development Standards are collectively referred to herein as “California State Standards.”
• Evidence of thematic ties to art displayed at annual Winter Art Gallery.
• STEAM Night demonstrating science standards through science and technology fair.

Facilities Improvements –

• Installation of two portable classrooms providing housing for the art and science specialists.
• Installation of a running track and development of a running club allowing students to access physical education within an appropriate environment.
• Comprehensive Safety Plan – MATES has developed a strong Comprehensive Safety plan that consists of a Safety Handbook, Consistent Monthly Safety Drills (fire, earthquake, reverse evacuation) including Simulated Earthquake Drill and Reverse Evacuation/Active Shooter Drills. The Safety Plan includes updated materials/food/water in the safety shed and classrooms to sustain students through an actual emergency situation. All staff has been trained in CPR/First Aid/AED and Active Shooter Situations.
• Updated the school library shelving and seating to make the library more conducive to student use.
• Renovated the administrative office to make additional office space for the Assistant Director.
• Renovated and modernized the Staff Lounge.
• Installation of security cameras that tie into the school alarm system.
• Installation of new roof provided by CVUSD through the use of Measure I funds.

Technological Advances –

• Updated technology plan – a living document updated annually.
• Implementation of an Educational Technology Living Lab – allowing teachers to pilot technology and technology programs before full scale deployment.
• Development of consistent technology replacement plan allowing the school to retire outdated equipment as new equipment is purchased.
• Added charging carts for computers and iPads in all classrooms.
• Added three Mobile Computer Labs each equipped with a full set of computers for whole class instruction.
• Upgraded Computer Lab – a larger classroom equipped with computers, a 10-point touch-screen, and 3-D printer.
• Updated web-site and mobile app including translations in multiple languages.
• Upgraded music keyboard lab to Korg 61-note keyboard with full-size keys, Korg GEC5 Teacher Unit with Student Interface and individual student headsets.

Programmatic Improvements –

• Addition of an Assistant Director to strengthen the daily operations with special emphasis on curriculum development and implementation.
• Physical Education Specialist added to staff enabling MATES to adequately meet the physical education standards.
• Implementation of a longer Kindergarten Day (8:10-1:45) enabling teachers/students to access more content.
• Implementation of a National School Lunch Program.
• Implementation of the Local Control and Accountability Plan and Local Control Funding Formula.
Student/Parent Engagement –

- Enhanced Annual Parent Surveys provided and used for program improvement.
- Introduced Annual Student Surveys provided and used for program improvement.
- Monthly Directors’ Dialogues providing an opportunity for informal dialogue between parents and administration.
- Development of Parent Advisory Council

Professional Learning Relationships/Community Partnerships –

- Memorandum of Understanding with California Lutheran University as a Community Collaboration School for Undergraduate Students of Interdisciplinary Educational Studies
- Improved community outreach program
Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that MATES exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b). (Also see Appendix A: CDE DataQuest/CAASPP Reports).

Analysis of the Most Recent API Calculation

<table>
<thead>
<tr>
<th>LEGAL REQUIREMENTS FOR CHARTER RENEWAL</th>
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<tr>
<td>Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Renewal Criteria</th>
<th>Criteria Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.</td>
<td>Yes; most recent API (2013) is 931; all subgroups met growth targets</td>
</tr>
<tr>
<td>Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.</td>
<td>Yes; 2013 rank of 10</td>
</tr>
<tr>
<td>Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.</td>
<td>Yes; 2013 rank of 5</td>
</tr>
<tr>
<td>The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as</td>
<td>Yes; see below</td>
</tr>
</tbody>
</table>
well as the academic performance of the schools in the school
district in which the charter school is located, taking into account
the composition of the pupil population that is served at the
charter school.

Has qualified for an alternative accountability system pursuant
to subdivision (h) of Education Code Section 52052
Not Applicable
(Source: CDE DataQuest, accessed August 2, 2018)

Analysis of Comparison Schools Data

MATES California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-18:
Percentage of Students Meeting or Exceeding Standards

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Assessment</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>Schoolwide</td>
<td>ELA</td>
<td>73</td>
<td>71</td>
<td>75.94</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>74</td>
<td>76</td>
<td>78.08</td>
<td>78.46</td>
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<tr>
<td>Hispanic or Latino</td>
<td>ELA</td>
<td>62</td>
<td>59</td>
<td>48.38</td>
<td>65.22</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>59</td>
<td>71</td>
<td>58.06</td>
<td>73.91</td>
</tr>
<tr>
<td>Asian</td>
<td>ELA</td>
<td>67</td>
<td>75</td>
<td>68.75</td>
<td>92.86</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>67</td>
<td>83</td>
<td>75</td>
<td>78.57</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>ELA</td>
<td>31</td>
<td>31</td>
<td>40</td>
<td>65.38</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>23</td>
<td>50</td>
<td>46.67</td>
<td>53.84</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>ELA</td>
<td>50</td>
<td>39</td>
<td>81.25</td>
<td>52.94</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>69</td>
<td>45</td>
<td>100</td>
<td>64.70</td>
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</table>

Comparison Schools That MATES Students Would Otherwise Be Required to Attend: Percentage of
Students Meeting or Exceeding Standards

<table>
<thead>
<tr>
<th>School</th>
<th>Schoolwide Assessment</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westlake Hills Elementary</td>
<td>ELA</td>
<td>70</td>
<td>74</td>
<td>73.41</td>
<td>71.85</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>65</td>
<td>72</td>
<td>69.05</td>
<td>62.18</td>
</tr>
<tr>
<td>Ladera Elementary</td>
<td>ELA</td>
<td>58</td>
<td>55</td>
<td>54.72</td>
<td>60.54</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>48</td>
<td>51</td>
<td>55.69</td>
<td>53.06</td>
</tr>
</tbody>
</table>

Comparison Schools That Are Demographically Similar in the District: Percentage of Students Meeting or
Exceeding Standards

<table>
<thead>
<tr>
<th>School</th>
<th>Schoolwide Assessment</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westlake Hills Elementary</td>
<td>ELA</td>
<td>70</td>
<td>74</td>
<td>73.41</td>
<td>71.85</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>65</td>
<td>72</td>
<td>69.05</td>
<td>62.18</td>
</tr>
<tr>
<td>Lang Ranch Elementary</td>
<td>ELA</td>
<td>79</td>
<td>77</td>
<td>79.35</td>
<td>77.93</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>78</td>
<td>79</td>
<td>77.01</td>
<td>73.47</td>
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</table>
## Status and Change Report

### Meadows Arts and Technology Elementary - Ventura County

<table>
<thead>
<tr>
<th>Enrollment: 391</th>
<th>Socioeconomically Disadvantaged: 5.6%</th>
<th>English Learners: 9.7%</th>
<th>Foster Youth: 0%</th>
<th>Dashboard Release:</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Span: K-5</td>
<td>Charter School: Yes</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Students Performance</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>Medium</td>
<td>Declined 0.1%</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td></td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>English Learner Progress (1-12)</td>
<td>Very High 83.5%</td>
<td>Increased 6.2%</td>
<td></td>
</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td>Very High 54.7 points above level 3</td>
<td>Increased 5.3 points</td>
<td></td>
</tr>
<tr>
<td>Mathematics (3-8)</td>
<td>Very High 54.2 points above level 3</td>
<td>Increased 5.9 points</td>
<td></td>
</tr>
</tbody>
</table>

**Performance Levels:**
- Red (Lowest Performance)
- Orange
- Yellow
- Green
- Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

### Westlake Hills Elementary - Ventura County

List of all schools in this district

<table>
<thead>
<tr>
<th>Enrollment: 492</th>
<th>Socioeconomically Disadvantaged: 15.2%</th>
<th>English Learners: 10%</th>
<th>Foster Youth: 0%</th>
<th>Dashboard Release:</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Span: K-5</td>
<td>Charter School: No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

<table>
<thead>
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<th>State Indicators</th>
<th>All Students Performance</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>Very Low 0.2%</td>
<td>Declined -0.4%</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td></td>
<td>Medium 70.0%</td>
<td>Declined -7.6%</td>
</tr>
<tr>
<td>English Learner Progress (1-12)</td>
<td>Very High 46.9 points above level 3</td>
<td>Decreased 4.6 points</td>
<td></td>
</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td>High 31.4 points above level 3</td>
<td>Maintained</td>
<td></td>
</tr>
<tr>
<td>Mathematics (3-8)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Levels:**
- Red (Lowest Performance)
- Orange
- Yellow
- Green
- Blue (Highest Performance)
Analysis of Charter Renewal Criteria Schoolwide

The MATES stakeholders have discussed a number of strategies to continue to maintain or improve student achievement and eliminate any achievement gaps of socio-economically disadvantaged students and English Language Learners including:

1. Language Arts/Math intervention provided by an Intervention teacher
2. Instruction for English learners in grades K-5 focusing on ELD standards
3. Provide additional supplies for home use to Socioeconomically disadvantaged students
4. Create individualized Learning Plans for each English Learner
5. Student support provided by Intervention Specialist and Kindergarten aides
6. Continue an after-school homework lab (in 2017-2018 school year) for students
SCHOOL BACKGROUND

Conejo Valley Unified School District ("CVUSD" or the "District") was not always unified. Valley Oaks School District and Timber School District housed the few schools located in the small town called Thousand Oaks. The two high schools, Newbury Park and Thousand Oaks, were a part of the Oxnard Union High School District. The city incorporated in 1964 and the district unified in 1974, renaming itself as the Conejo Valley Unified School District. Meadows Elementary was located in one of the oldest parts of town, opening its doors in 1963. Neighborhood “development” during this time period consisted of custom homes and builder homes on large lots that served equestrian and other rural interests of the residents.

Over the years, new neighborhoods were created so the school that once sat in the company of horses, chickens, sheep, goats, and cattle became the central and only public elementary school for over 2,000 homes. The tradition continued with horses and other livestock that still coexist next to parks, soccer fields, and a library/teen center/senior center. Throughout its forty-five years, as communicated by alumni, residents, former teachers and principals, former School Site Council members, former PTA members, and former staff members, Meadows Elementary had four decades of solid history in teaching excellence along with a passion for the arts. In fact, the longstanding use of innovative teaching methods once considered “progressive” are nowadays considered “best teaching practices.”

Meadows Elementary was a school that had always been on the cutting edge. In the late 1980’s and early 1990’s under the leadership of principal Dr. Tim Stephens, the entire staff went through intensive training and in 1993 earned approval to become a Restructuring School. Listed here are some of the training, research and accomplishments from the Restructuring:

- Staff went to UCLA to observe and study the thematic based Charter School – Seeds. (1992)
- United with a sister school, Santa Susanna School in Simi Valley, in which information was shared, sites were visited, and staffs were trained together. The principal of Santa Susanna was Rob Hunter (son of the famous Madeline Hunter). (1990)
- Observed and studied Lupin Hill’s Elementary School K-3 (L.S.V.U.D.) Plan, Do and Review Multi-aged Primary Brain Based curriculum. (1993)
- In 1993 submitted a proposal that was approved by the school board to make Meadows Elementary School a Restructuring School.
- Studied in depth and rewrote school report cards to reflect developmentally appropriate practices. (1994)
- Studied Susan Kovalik’s “Integrated Thematic Instruction” and attended her summer workshop in Lake Tahoe. (1995)
- Took numerous workshops at the Ventura County Curriculum Center presented by Steve Dunn of the Wright Group. These workshops covered Balanced Literacy including Guided Reading, Shared Reading, Literature Circles, Independent Reading and Integrating Writing. (1996)
- Set up a K-5 literacy library to better enhance our Guided Reading instruction. (1994)
• In 1997 Meadows Elementary School received the 1997 National Blue Ribbon Recognition Award.

Meadows Elementary was the first school in CVUSD to formally innovate and establish within our school:

• Team Building
• Thematic Instruction
• Cognitive Education
• Authentic Assessment
• Balanced Language Arts

Meadows Elementary had not gone unrecognized in its delivery of positive educational programs that result in solid achievement outcomes. It was the first school in the entire district, elementary through high school, to receive the National Blue Ribbon Award in 1997. Meadows Elementary also held the rare distinction of being a three-time recipient of the California Distinguished School Award, most recently bestowed in April of 2008.

These distinguished awards presented through the years clearly demonstrate how the community of parents, students, and teachers of the Meadows family were never satisfied with “status quo.” “Driven to excellence” would describe the motivation behind this “family” in the quest for quality education. It followed, then, in search for better ways of teaching, better ways of reaching out to all students, and looking ahead to the future, that the school had prepared for the initiation of a new program that would increase diversity, serve students not currently in the district school system, and apply a more focused program to achieve greater success in educating all children. The Meadows Elementary community was poised, prepared, trained, and ready to embark on the journey to become an Arts Magnet School. This required the ambitious vision of the staff, a tremendous dedication of time, and the support of the school and neighborhood.

Tragically, the school board of Conejo Valley Unified School District voted 3-2 in March of 2008 to CLOSE two of its three National Blue Ribbon elementary schools, Meadows Elementary being one of them, due to a district-wide decline in enrollment. Several major components the state of California uses to evaluate and score distinguished school applications are curriculum, special needs, collaboration, family & community partnerships, school environment, and culture. These components were not deemed relevant in the district’s school closure selection process.

Needless to say, the entire city and the entire school district were shocked; but nobody, not even the charter petitioners, were prepared for the mobilization of the Meadows Elementary community in its quest to perpetuate the tradition and history of excellence. Grandparents, blue collar and white-collar residents, educators, parents from private schools, and even strangers united in search of an instrument that would keep alive both the spirit and the unique educational program that took over forty years to cultivate. A vehicle for a true neighborhood school that had become the reflection of the outstanding community it served with an off the charts rate of per capita volunteerism that is highest in the district, a passion for creativity and artistic expression, and an openness for ingenuity. These unique features ignited interest in a new public-school choice as well as satisfied the needs and high academic expectations of the community at large.
When notified that students would be absorbed by three schools, all with API scores averaging one hundred points lower, a large group of parents decided to unite. The charter movement was born. This charter school reflects as closely as possible the very components that made Meadows Elementary such a force in the educational community. The drive for excellence remains and continues in this new public school.

While Meadows Elementary had distinguished itself as a cohesive, organized body, let it be known that the Meadows Elementary community forged an even stronger bond of working toward a common vision after the vote was taken to close. That is, maintaining the quality of a rigorous, child-centered, balanced program for all students, with respect and admiration to those people that walked the campus grounds over forty years ago.

Isolated Location

If one were to study a current map, it would be clear that Meadows Elementary was unique in both its location and proximity to other public elementary schools. First, the density of homes in the Meadows Elementary attendance area is lighter than most other neighborhoods in the city. The way of life that existed at the time these homes were built and that still exists today is one of a ranch life, outdoors, rural, full of nature. This area is one of the oldest parts of the city and the ranch life is reflected in the size of the lots on which homes are built. Naturally, one sees spacious lots and fewer homes per acre of property. This is not a negative attribute, only an acknowledgement that the school was intended to serve the neighborhood children. Since the density had not changed due to strict city building codes, Meadows Elementary remains a true neighborhood school with manageable numbers. Children walked to school without the need or desire for a drive-through drop off lane. The nearest public schools are 1.6 and 1.8 miles away, respectively, with a six-lane freeway intersecting the path to one of the schools. The capacity of the school could exceed 400 students and the National Association of Elementary School Principals recommends an elementary school size of no more than 400 students for kindergarten through the 5th grades.

(Source: http://www.senate.gov/~feinstein/releases01/school_size_esea.html).

It is also important to note that there are four private schools closer to Meadows Elementary than the nearest public elementary school. These private schools all serve elementary-age students and none of these private schools require children to cross under a freeway. To be sure, the Meadows Elementary attendance area NEEDED a neighborhood public school. Without a public elementary school, there would be a huge hole filled with children who were not receiving a public education without crossing a freeway and passing by four private schools along the way to a public school. As a new charter school, it was understood that enrollment would increase, and MATES was aware that the school could accommodate this increase. This change was both welcomed and expected. The charter petitioners adamantly believed that Meadows Arts and Technology Elementary School would fulfill the needs of the entire community, the city, the county and the state in the creation of an excellent new option in public education. Currently, the MATES population includes students from the former Meadows boundaries as well as children from the greater community who are interested in an education in the arts and technology.
There are five private schools located closer to MATES than any other public elementary school (*Source: Google Maps, 2008*).

<table>
<thead>
<tr>
<th>Nearest Private Schools</th>
<th>Address</th>
<th>Distance from Meadows (miles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Baptist Elementary School</td>
<td>1250 Erbes Road</td>
<td>.2m</td>
</tr>
<tr>
<td>St. Patrick’s Episcopal Day School</td>
<td>1Church Road</td>
<td>.8m</td>
</tr>
<tr>
<td>Hillcrest Christian School</td>
<td>384 Erbes Road</td>
<td>1.1m</td>
</tr>
<tr>
<td>Ascension Lutheran School</td>
<td>1600 E. Hillcrest Drive</td>
<td>1.2m</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nearest Elementary Schools</th>
<th>Address</th>
<th>Distance from Meadows (miles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conejo Elementary</td>
<td>280 N. Conejo School Rd.</td>
<td>1.6m</td>
</tr>
<tr>
<td>Glenwood Elementary</td>
<td>1135 Windsor Drive</td>
<td>1.5m</td>
</tr>
<tr>
<td>Lang Ranch Elementary</td>
<td>2450 Whitechapel Pl.</td>
<td>2.3m</td>
</tr>
<tr>
<td>Westlake Hills Elementary</td>
<td>3333 Medicine Bow Ct.</td>
<td>2.7m</td>
</tr>
</tbody>
</table>
ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

--Education Code Section 47605(b)(5)(A)(i)

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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.

--Education Code Section 47605(b)(5)(A)(ii)

A. **Mission and Vision Statement**

The MATES mission statement is: “Instituting a vision that welcomes innovation, honors the past, transforms the future, commands achievement, and empowers all children through the Arts and Technology.”

MATES seeks to continue to capitalize on the momentum of the already established school community with a history of and commitment to excellence. This is a true neighborhood school that has become a reflection of the outstanding community it serves, exceptionally high rates of volunteerism among our community. The community exhibits a passion for creativity and artistic expression, and openness for ingenuity. The mission of MATES is a reality for all students offering a school setting that reflects the community’s desire to have access to a rigorous academic program with an emphasis on the visual and performing arts and technology. Study of the arts is seen as a window to understanding and experiencing culture anthropologically. MATES implements an integrated educational program that provides students with the opportunity to apply their knowledge and skills to real-life situations and service to their community. We continue building on the collaborative learning resources of parents, teachers, community members, universities, and students, all partnered and dedicated to the goal of enabling all students to become self-motivated, competent, lifelong learners.

In the Spring of 2013, a Vision Committee comprised of parents, teachers, and other faculty members formed to evaluate the success of our charter and look at the vision. The committee surveyed all stakeholders to create the vision statement:

“Imagine Possibilities, Build Community, Inspire Excellence.”

The Core Values/Vision Committee continue to work towards and maintain the vision statement. In August, 2018 the MATES Board of Directors created a long-range planning committee comprised of members from all stakeholder groups. The committee’s objective is to address the needs of MATES for the next 10 years.

B. **Students Served**

MATES’ educational program has been developed to provide expanded educational choice and
opportunities for families in the community of Thousand Oaks, California. As a conversion school, it is likely that the demographics of MATES will continue to reflect those of Meadows Elementary School’s previous population. MATES operates in good faith and strives to match those percentages of the general population residing within the territorial jurisdiction of the District. MATES follows state/federal guidelines for the admission process.

Table 1: MATES Student Demographics (California School Dashboard Fall 2018)*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0.3%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>8.3%</td>
</tr>
<tr>
<td>Latino or Hispanic</td>
<td>14.1%</td>
</tr>
<tr>
<td>White</td>
<td>67.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.3%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>9.1%</td>
</tr>
<tr>
<td>English Learners</td>
<td>6.6%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>8.6%**</td>
</tr>
<tr>
<td>Gifted and Talented</td>
<td>3.7%***</td>
</tr>
</tbody>
</table>

** Currently, MATES provides resource and speech programs.
*** This data is not from the California School Dashboard. The number of identified GATE students only includes 4th and 5th grade students. Potential GATE students are not identified until the spring of third grade.

Table 2: City of Thousand Oaks- Demographics*

<table>
<thead>
<tr>
<th>Population</th>
<th>132,365 (est. 2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>67.6% (2016)</td>
</tr>
<tr>
<td>Latino</td>
<td>18.1% (2016)</td>
</tr>
<tr>
<td>Asian</td>
<td>9.5% (2016)</td>
</tr>
<tr>
<td>African American</td>
<td>1.4% (2016)</td>
</tr>
<tr>
<td>Other</td>
<td>3.5% (2016)</td>
</tr>
</tbody>
</table>

*Source: Southern California Association of Governments 2017

Parents in the community voiced a strong desire to keep the site-based Meadows program and community intact while continuing the tradition of excellence with a focus on the arts and technology. MATES serves families that choose to attend a school that has an exemplary program in the arts, integrated with technology. The individualized attention afforded to students in a smaller setting allows unsurpassed access to the support system that validates and enhances the creative process. The unique school culture and friendly climate frees the students in their artistic endeavors while supporting a system of high achievement.

MATES provides outreach to families from neighboring schools in the area in order to extend the opportunity for school choice. MATES welcomes families from all backgrounds who choose to embrace
our vision and mission, along with our success in academic achievement. MATES offers an excellent educational program to all those who choose our public charter and are at the greatest risk of not attaining the rigorous achievement standards set forth by the state of California. MATES proudly is the first public charter school in Conejo Valley, taking advantage of innovation and flexibility to increase learning opportunities for students and professional opportunities for teachers, as articulated in the spirit of California charter law (See Outreach Plan in Appendix B).

MATES continues to serve students in grades K-5 (ages 5-12). We currently serve 396 students and plan to increase our population with the addition of a personalized learning independent study program. MATES expects to launch the program in the 2019-2020 school year. In its first year, MATES expects to add approximately 10-25 students, allowing more students to access the MATES curriculum. Should MATES continue to attract a large number of applicants, MATES reserves the right to adjust classroom/grade level enrollment, including the option of offering multi-age classes if necessary.

Our outreach is conducted with the intent that MATES will serve all students to the capacity that the school is able to provide. Depending on our physical capacity to grow the school, we may choose to increase enrollment of the school (inclusive of the personalized learning program) in future years, up to approximately 450 students. Upon that decision, made collaboratively with the school community, MATES will notify the county by October of the year prior if school enrollment levels exceeds our projected enrollment. The tables below shows estimated grade level enrollment and projected growth.

**Table 3: Projected Classroom-Based Enrollment**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Expected Year 2019-2020 Enrollment</th>
<th>Expected Year 2020-2021 Enrollment</th>
<th>Expected Year 2021-2022 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>66</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>1</td>
<td>66</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>2</td>
<td>66</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>3</td>
<td>66</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>4</td>
<td>66</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>5</td>
<td>66</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>Totals</td>
<td>396</td>
<td>396</td>
<td>396</td>
</tr>
</tbody>
</table>

**Table 4: Projected Personalized Learning Program Enrollment**

<table>
<thead>
<tr>
<th>Grades K-5</th>
<th>Expected Year 2019-2020 Enrollment</th>
<th>Expected Year 2020-2021 Enrollment</th>
<th>Expected Year 2021-2022 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

School Totals | 406 | 416 | 426 |
**Personalized Learning Program**

MATES offers its full educational program through the use of a non-classroom based model to families who share the MATES project-based thematic approach to learning and wish to teach their children under the guidance of a credentialed supervising teacher for no more than 20% of its total ADA. MATES intends to implement a Personalized Learning program in the 2019-2020 school year with approximately 10-25 students in the first year. We plan to extend the program each year not to exceed 20% of the total MATES ADA. In the Personalized Learning program, each student is assigned a credentialed supervising teacher who assists students and parents in the creation and implementation of a personalized learning plan. The Charter School complies with all provisions of Education Code Section 51745, *et seq.* and the implementing regulations adopted there under. Personalized Learning students are expected to maintain regular communication with their supervising teacher(s) through email and phone as well as meet in person at least once every 20 days in accordance with the Personalized Learning Program Board Policy, Master Agreement provisions, and Acknowledgement of Responsibilities. (attached as Appendix C)

Personalized Learning students have access to the on-site curriculum and instruction; including instructional materials, projects plans, academic software and distant learning programs, and workshops. The personalized learning student can work on campus during the week to receive direct instruction from the supervising teacher. These students are offered extra study sessions in areas of need including, but not limited to math, language, social studies, and science instruction. Project-based learning opportunities, such as those provided in the classroom-based program, are also available to personalized learning students. The personalized learning student and family meet with the supervising teacher at least every 20 days to assess the student, co-create curriculum plans, turn in work samples, and check on progress. Any students not meeting the grade level standards, as indicated by state and local assessments, are required to attend a weekly study session in the area of difficulty. Personalized learning students may join classroom-based students for field trips, MATES specialists (Computer, Music, Art, Science, PE, Dance, and Library), assemblies, and other enrichment and/or remediation activities. A separate classroom space is available on the MATES campus for the Personalized Learning Program, and Personalized Learning Students will be able to sign up to attend specialist classes. (See Appendix C for MATES Personalized Learning Model Outline and Sample Schedule)

**C. What It Means To Be An Educated Person In The 21st Century**

MATES aspires to provide an environment in which children develop into confident, self-motivated, competent, and productive lifelong learners. The challenges posed by contemporary society include globalization and the changing role of technology. These tasks require proficiencies obtained in a school setting that will transfer to real-world situations. To meet these challenges, students at MATES acquire the habits, skills, and confidence with technology necessary to succeed in school and beyond, as contributing citizens of the 21st century. Youth of today need to rely on advanced academic skills as well as highly evolved interpersonal skills to navigate the world of global enterprise and community.

Both in aptitude and in skill, MATES students flourish under the pedagogical assumption that cultural, historical, and scientific proficiencies demanded of an educated person in the 21st century are key elements introduced and further developed at MATES. That being said, MATES students develop meaningful skills in social and academic realms, with the opportunity to develop an awareness of their innate artistic and creative abilities through our arts and technology focus. Our students are creative problem solvers, sophisticated in interacting cooperatively, resolving conflicts peacefully, researching/analyzing data, and engaging in a democratic society while being challenged to achieve in the
core basics of reading, writing, speaking, listening, critical thinking, computing, reasoning, and solving mathematical problems.

These skills and attributes have become commonplace in the international, interdependent world of the 21st century. MATES students are provided a foundation to build life skills and become strategic problem solvers. It is the overall belief that staff, parents, and community partners support and nurture our students so that all students have a positive vision of lifelong learning and their individual and collective importance in our democratic society and world affairs. Students also experience advances in technology and learn about new and innovative ideas in development.

The governing board of MATES ensures that these ideals and aptitudes, touched upon above and also listed below, are continually evaluated to keep abreast of what it means to be an educated person in the 21st century who is self-motivated, competent, and a lifelong learner.

**Academic Skills**

- Students will read at or above grade level.
- Students will develop application and computational abilities, as well as a conceptual understanding of mathematical reasoning.
- Students will communicate effectively through excellent listening, speaking, and writing skills via projects and presentations.
- Students will possess creative, logical, and critical thinking skills enhanced through the arts and technology.
- Students will develop age or grade level technological proficiency that extends beyond the classroom to the real world.
- Students will develop knowledge about and an appreciation of the diverse visual and performing arts and their interplay with academic learning.
- Students will find, select, evaluate, organize and use information from various sources and disciplines of thought. They will be able to make logical connections among them.

**Life Skills**

- Students will accept responsibility for personal decisions and actions.
- Students will develop self-confidence and a willingness to take risks, resulting from a safe learning environment.
- Students will learn concentration, perseverance, and independent working skills by setting personal goals and through self-assessment.
- Students will develop an appreciation and respect for the culturally diverse environment of California.
- Students will be committed to community service.
- Students will work both cooperatively and independently in a respectful manner.
- Students will make the connection between themselves and the diverse global community.
- Students will gain confidence in individual expression of creative capabilities and creative problem solving.
- Students will be inspired to be inquisitive and self-motivated life-long learners.
In order to cultivate these skills and habits of mind in students, MATES continues to find ways to create an optimal learning environment for its students based on the criteria described in the next section.

D. Curriculum And Instructional Design – “How Learning Best Occurs”

Every child possesses a wide range of learning skills and significant research has been done in the field of brain-based research on how students learn best (Caine, R. & Caine, G., 1998). MATES is committed to creating and maintaining a learning environment that embodies the twelve key principles of brain-based research. Specifically, we have determined that learning best occurs in an environment that:

- is accepting of varied methods of demonstrating knowledge
- promotes physical and emotional health and well-being
- supports questioning, experimentation, self-expression, creativity and appropriate risk-taking
- encourages multi-disciplinary and cross-curricular study
- is relevant and authentic
- is developmentally supportive
- is democratic and student centered
- models and requires high-level thinking skills and communication skills, including synthesis and analysis
- models continued learning, interest and enthusiasm
- celebrates cultural and individual diversity
- models reflection and self-assessment
- is rich and demanding and promotes depth of learning (as opposed to memorization only)
- creates opportunities for knowledge to be applied to real-world contexts
- is psychologically safe
- provides a variety of ways for students to engage in coursework and in the school community

MATES applies the following practices to foster the learning environment described above (stated priorities refer to CA Education Code 52060 (2) (d) (1)):

- California State Standards-based curriculum utilizing Backwards Design (or mapping) that is differentiated to meet the needs of all students (State Priorities 2 and 7)
- Authentic, California state standards-based assessments, promoting use of data to inform instruction; may include portfolio-based evaluations (State Priorities 4 and 8)
- Teaching for mastery, not coverage (State Priority 2)
- Thematic instruction to promote learning connections, using multi-sensory, differentiated instruction to build on student aptitudes and meet developmental needs (State Priority 7)
- Project-Based Learning opportunities (State Priority 5)
- Opportunities to interact with the community
- Integration of the arts across the curriculum (State Priorities 2 and 7)
- Integration of technology across the curriculum (State Priorities 2 and 7)
- Consistent home-school connection and communication (State Priority 3)
- After-school intervention and enrichment programs (State Priorities 4 and 8)
- A cross-age “Study Buddy” activities
• Comprehensive professional development and teacher accountability (State Priority 1)
• A code of conduct for all members of the school community founded on a set of core values that promote individual and collective responsibility (HEART of an Eagle) (State Priority 6)
• Collaborative decision making among all stakeholders (including, but not limited to Parent Advisory Council, MATES Board of Directors, and Staff) (State Priority 3)
• Policies and procedures maintaining a focus on the school mission and student achievement (State Priorities 4 and 8)
• Commitment and sensitivity to the needs of all English Learners and Economically Disadvantaged Students (EDS) and families (State Priority 2)
• Commitment to serve as stewards of the community and to honor the abundant history of our city
• Meaningful field trips and field work that enhance and compliment units of study and build character (i.e. Second Step, HEART of an Eagle)

Implementation of Educational Program

With a collaborative culture anchored in hard work and pride, the school has succeeded in providing a high quality educational program to all of our students. Our innovative approaches, further enumerated in the following sections, not only demonstrate how we are unique, but how we will continue to be successful.

The MATES curriculum follows California state standards for the subject areas of Language Arts, Mathematics, Science, Social Studies, the Visual and Performing Arts, Physical Education, and English Language Development. Teachers utilize the Backwards Design Process to develop thematic units integrating the content areas. This planning framework ensures that content standards are addressed in each lesson/unit of study. The teacher’s implementation of thematic units provides both depth and breadth of curriculum, allows for student choice, and promotes differentiation. The arts and technology are emphasized throughout the curriculum.

The following sections provide an overview of the philosophy of the key instructional strategies, as well as descriptions of the content areas and curricular resources.

Instructional Strategies

The following combination of key elements comprise the MATES’ approach to instruction:

• California State Standards-based instruction through Backwards Design
• Project-Based Learning
• Integration of the Arts
• Integration of Technology
• Community Service

Backwards Design

MATES understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, MATES faculty draws on their professional skills to design and deliver standards-based instruction using the principles of the Backward Design...
Program (Wiggins and McTighe). The traditional Backward Design approach guides teachers through a three step process: (1) internalization and prioritization of California State Standards (learning goals/the “big picture”), (2) differentiated assessment methods aligned to prioritize standards and identified learning targets, (how students demonstrate their learning) and (3) innovative, research-based instructional strategies clearly articulating student learning objectives (learning experiences that access higher level thinking skills).

At MATES, it is expected that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively assessing for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations about learning objectives, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with students’ interests and prior experiences. Frequent and meaningful connections with parents and engaging in conversations about their children’s education will also ensure that the academic program reflects the diversity of the community being served. Parent and community volunteers bring additional talents, skills, and proficiencies to learning objectives that elevate the level of relevancy and curricular engagement of all students.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement are embedded into the daily culture of the classroom. Strategies brought to light in, *Classroom Instruction That Works* (Marzano, Pickering, and Pollock), are utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, Pickering, Pollock, 2001). A few examples include creating graphic organizers (non-linguistic representations), webbing, cooperative learning techniques, questioning techniques, and feedback techniques as a teacher sets goals and moves students through the introduction, practice, review, and application of knowledge.

**Project-Based Learning (“PBL”)**

A key instructional approach to meeting a variety of student needs is California State Standards-based Project Based Learning. Common Core State Standards-focused PBL is a “systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.” Research shows that students engaged in PBL “construct solutions, thus shifting the emphasis [from the product] toward the process of learning” (Buck Institute for Education, 2004). [http://www.bie.org/pbl/pblhandbook/intro.php](http://www.bie.org/pbl/pblhandbook/intro.php).

Brain-based research conducted by Kotulak (1996) and Kuhl (1994) has shown that human beings learn most what is most meaningful to us, which is what PBL is designed to provide.

While PBL enhances the quality of student learning, it also aids in the development of self-directed learners. “At its core, project-based learning is based on the idea that real-life problems capture student interest, provoke critical thinking, and develop skills as they engage in and complete complex undertakings that typically result in a realistic product, event, or presentation” (Tobias, Campbell, & Greco, 2015). Through PBL, MATES students make the emotional connections that reinforce learning. Furthermore, research suggests that PBL is a teaching method that may be particularly well adapted to a
wide variety of learners. PBL can be used as an effective “instructional method for exceptional populations and students from culturally or linguistically diverse backgrounds” (Hovey & Ferguson, 2014). In addition, PBL can enhance professionalism and collaboration amongst educators, and provide additional collaborative opportunities that strengthen the link between home and school.

All project-based units reflect the principles of Backwards Design in that the project content and processes are framed by an essential question that is aligned to standards. Each project is anchored by an enduring understanding standard or big idea that teachers have identified within the California State Standards. “Enduring Understanding” standards generally require high levels of critical thinking (analysis, synthesis, and evaluation on Bloom’s Taxonomy) and also require a performance assessment to adequately assess student mastery of such standards. Therefore, Project-Based Learning provides a successful vehicle through which students can demonstrate their mastery of big ideas that reside at the heart of content standards. Along with the Enduring Understanding standard that anchors each project, teachers identify standards that represent discrete skills or isolated pieces of knowledge that support the enduring understanding or big idea. Students address these standards in relation to the big idea, which enables students to see the connections between isolated facts or discrete skills and the big picture. This approach to curricular design and delivery is solidly grounded within the backward design approach to curricular planning and provides for a meaningful, comprehensive way in which to promote mastery of content standards.

Students are assessed for their mastery of standards, as well as their ability to solve problems individually and in cooperative groups. Project design incorporates rigorous and complex problems that require students to understand the relationships between concepts from different disciplines and perspectives. All projects culminate in a tangible product and often a public exhibition of the students’ work. Projects in which students create multimedia presentations, Web pages, presentations, performances, artwork or songs may be evaluated differently than traditional written papers. Assessment strategies can include performance evaluation, teacher observations, personal communications, standardized testing, and student and teacher developed project rubrics, and self-assessment. (Global SchoolNet Foundation, 2004) Furthermore, all projects reflect the “6 A’s” of high quality PBL.

- Authenticity
- Academic Rigor
- Applied Learning
- Active Exploration
- Adult Relationships
- Assessment

By integrating Backwards Design into PBL, teachers are empowered to utilize creative and authentic instructional methods, while ensuring the coverage of California State Standards. Teachers rely heavily on resource-based materials (core literature selections, periodicals, electronic research, library selections/resources, teacher-created lessons, field trips/field study, and electronic field trips). MATES reserves the right to calibrate the level that traditional textbooks play in units of study. Taken together, these strategies support closing the achievement gap for students who have been historically underserved by more “one-size-fits-all” instructional methods found in many public-school classrooms and provide all students with an accessible, meaning-rich education and a desire to remain lifelong, competent, self-directed learners.
Integration of the Arts

MATES continues to build upon the integration of the arts as an emphasis at MATES. Teachers have been trained and are currently utilizing methods that integrate the arts into the California state standards. In addition, Parent and community volunteers plan and organize programs that bring the arts to the forefront of learning. The reason for this is found in the research.

Research shows that art improves student achievement and engagement. Castro, Lalonde, and Pariser (2016) state, “Engagement is associated with an increase in participation in school activities, positive attitudes toward school, and the students’ own learning.” Additionally, art has proven to engage at-risk youth in the learning process and help them develop a greater sense of agency and empowerment (Castro, Lalonde, & Pariser, 2016).

Furthermore, research points out that English Learners and particularly children in Special Education Programs benefit from the presence of art in the classroom (Li, Kenzy, Underwood & Severson, 2015). MATES serves an important, diverse group of students who will benefit from the existence of this unique, established program.

An illustration that conveys our strong belief in providing art in our school involves two Meadows parents who were awarded a grant from the Tri-County GATE Council for their “Art @ Lunch” program in 2006. A group of MATES volunteers has continued this program, which has grown to serve approximately 200 students per week. All students are encouraged to attend this once a week activity in which various materials and mediums are made available for the students to create a unique piece of art. It is hands-on, encourages the use of subject-based vocabulary, encourages students to talk about their art, and builds their confidence to take risks in other areas of their lives.

The study of the arts serves as a mechanism for investigation and problem solving while addressing multi-modal learning. Artistic literacy and creative powers are promoted through exposure to different methods, ideas, and materials from global points of view. Eric Oddleifson, Chairman of Center for Arts in the Basic Curriculum, states from an address to the Boston Council of Elementary Principals, that the arts, “...teach both the process of learning and discipline; they motivate; they awaken the imagination; they address strengths, not weaknesses; they teach cultural respect and require meaningful interaction between students, and students and their teachers. They increase the yield from knowledge, as they teach the ways knowledge is applied in the real world.” (Oddleifson, Center for Arts in the Basic Curriculum, 1997) The arts provide a glimpse into culture and helps students see themselves as part of a global, culturally diverse society. MATES values diversity, especially as it relates to the arts. “A multicultural art curriculum in general fosters the formation of attitudes and perceptions that help students, teachers, and the community confront their sociocultural biases.” (Dobrota, 2015)

The integrated curriculum is aligned with the Visual and Performing Arts Framework for California Public Schools and includes dance, drama/theater, music and visual arts. Media studies are explored as a means for artistic communication using modern technology. Through the Backwards Design process of unpacking and prioritizing California State Standards for the core content areas, teachers identify opportunities to integrate the arts into those curricular areas, and build unit clusters that maximize student exposure to and engagement in the arts. Teachers have been and continue to be trained in methods to effectively integrate the arts into the overall educational program. The art specialist provides bi-weekly instruction to all students in conjunction with teachers and volunteers, this specialist implements a standards-based arts education plan that enriches and helps to define our school
Collaborative efforts between staff, community, and families focus on contemporary, innovative educational programs that help define student goals in the area of the arts and the need to utilize risk-taking, experiential approaches to creative expression. The arts are also studied as distinct disciplines. MATES students have opportunities to showcase their work during the school year in our annual Winter Art Gallery. Students are able to discuss the essential steps in the process of creating their piece, taking pride in their hard work, knowledge gained, and their end product. There is an acknowledgement that the artistic process is at least as important, if not more than, the end product.

Integration of Technology

In the course of a 21st century education, technological skills and applications are prime common denominators of all students entering into a global society. MATES recognizes the value of introducing students from widely varied backgrounds to the technological advances available today. Technology is integrated into academic coursework at MATES. Efforts are made to mesh technology with the arts as these two fields become increasingly intertwined. Art education models that integrate arts and technology encourage self-directed interdisciplinary inquiry (Mayo, 2007).

Among other applications, students may use technology to work on creative art projects, for mathematics and reading instruction and assessment, for Student Council promotions/projects, for research purposes, remediation, enrichment activities, and so forth. In addition, students are able to apply technological solutions to academic and real-world situations (inventions, multi-media presentations, coding, digital art, online assessments, academic research, etc.).

Furthermore, the use of technology enriches project-based learning, and also acts as a scaffold for many students. MATES continues to implement a plan that will maintain, upgrade, and expand the technological infrastructure, providing the tools needed to deliver innovative and efficient instruction to all students. MATES staff have the opportunity to choose professional development/training in technology-based fields of study based on collaborative decision-making. Through training, teachers enrich instructional experiences by providing students, beginning in kindergarten, with multiple opportunities to use and learn from developmentally appropriate uses of technology. Keyboarding skills are emphasized. Many current project-based units involve the use of technology to create, and amplify the learning process. For example, students use interactive whiteboards, iPads, and SMART technology to conduct internet research, create multi-media presentations, and utilize graphic art skills to both access and demonstrate learning.

A Technology Specialist provides instruction to all students on a regular basis. Furthermore, teachers receive professional development, on-going support, and coaching from the Technology Committee and Specialist; enabling the use of applications to manage and analyze student performance data and to integrate technology into their curricula. MATES continues to create school-wide classrooms that are developed on a foundation of integrated technology that enhances the delivery of well-designed instruction.

MATES teachers use technology to supplement the project-based units and assist in delivering California state standards efficiently and captivatingly. Teachers use technology as appropriate, retaining close teacher-student interaction. MATES’ classrooms are currently equipped with laptop computers available for daily, in-class use, wireless internet, iPads, SMART tables, interactive whiteboards, document cameras, and projectors. In addition, classroom teachers have access to class sets of laptops in mobile
computer carts. MATES also has a computer lab that provides a class set of computers, a 3D printer, and a green screen for video production. The music lab is equipped with desktop computers and digital piano keyboards that allow students to integrate the arts and technology through music production. In 2016, the MATES Board of Directors adopted an Educational Technology Plan that outlines the ways in which MATES will continue to work towards building an improved technology program over a five-year period. MATES also has tremendous parent and community support that helps optimize successful planning and implementation of the technology goals.

Community Service

MATES students are involved students. Staff, students, and parents are quick to offer ideas of how to incorporate “service to others through giving.” At the local level, we have been involved in numerous programs involving many agencies that have given all students the opportunity to serve as community stewards. MATES students participate in service projects that increase awareness of their civic responsibilities, build relationships with adults, and ultimately help fulfill the unmet needs of our community. In short, MATES students assume responsibility for their part in building a better community. Classroom assignments typically accompany these projects whereby the core subjects are validated via life experiences. The following chart shows a partial list of our service projects that provides a framework showing how MATES students continue to be active members of society.

Table 5: Community Service Projects

<table>
<thead>
<tr>
<th>SERVICE AGENCY/PROJECT NAME</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Night</td>
<td>International Foods, Awareness of cultural diversity on campus</td>
</tr>
<tr>
<td>Study Buddy Project</td>
<td>Upper and Lower grades also pair up in the Study Buddy Program.</td>
</tr>
<tr>
<td>Grants from the City of Thousand Oaks</td>
<td>Environmental Projects/Awards</td>
</tr>
<tr>
<td>Community Food Banks</td>
<td>MANNA food drives</td>
</tr>
<tr>
<td>Thinkkindness.org</td>
<td>Shoe Drive/Kindness Ninjas do random acts of kindness</td>
</tr>
<tr>
<td>Ventura County, State Department of Fish and Game</td>
<td>Trout in the Classroom- Certified Program with release of trout into local rivers overseen by representatives of government agencies and/or Conejo Fly fishers club members</td>
</tr>
<tr>
<td>Random Acts of Kindness Week</td>
<td>Various school-wide and classroom activities</td>
</tr>
<tr>
<td>MATES</td>
<td>Campus Garden Creation &amp; Maintenance</td>
</tr>
<tr>
<td>Unicef</td>
<td>“Trick-or-Treat for Unicef”</td>
</tr>
<tr>
<td>Leukemia and Lymphoma Society</td>
<td>Pennies for Pasta</td>
</tr>
<tr>
<td>Hats Off to Cancer</td>
<td>Hats off to Cancer</td>
</tr>
<tr>
<td>Boy Scouts of America</td>
<td>Eagle Projects</td>
</tr>
<tr>
<td>Girl Scouts of America</td>
<td>Gold Award Projects</td>
</tr>
<tr>
<td>Los Robles Hospital</td>
<td>Art for Children’s Ward</td>
</tr>
<tr>
<td>Red Cross of America</td>
<td>Donations collected during disasters</td>
</tr>
<tr>
<td>Veteran Affairs</td>
<td>Letters to Veterans</td>
</tr>
</tbody>
</table>

With the addition of community service, founded upon the ideal of volunteerism, MATES students share their time and resources for the common good of our citizenry. Additionally, with historically high rates of parent volunteerism on campus, MATES continues to provide our youth with positive modeling of service to others on a daily basis.
Curriculum

This next section provides a brief description of each core content area. As stated above, teachers utilize an interdisciplinary approach, in a standards-based system, supported by the instructional strategies described earlier. Each grade level has a developed pacing plan that encourages a vertically planned curriculum with consistent goals for K-5. The curricular programs and resources used are listed in Table 6. The Curriculum committee meets on a regular basis to evaluate the effectiveness of the curriculum. MATES reserves the right to modify the instructional program where necessary to serve the needs of the school community utilizing a committee structure and ultimate approval by the MATES Board and consideration as required by law of any need to submit a material revision of the charter petition to Education Code Section 47607. Attached, as Appendix I, please find a sample 4th Grade Curriculum.

Reading

A primary goal of the program at MATES is to encourage students to value reading as a source of information and as a stimulating pastime. Students’ love of reading will encourage their growth as readers and writers. MATES offers a balanced approach to reading, drawing on respected resources on comprehensive literacy instruction such as Gail E. Tompkins’ *Literacy for the 21st Century: A Balanced Approach, 2017*. The National Reading Panel, in a comprehensive study, found five general areas of reading instruction which were crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Using a balance of whole group instruction, guided instruction in small groups, and independent practice, teachers develop these skills in students in a developmentally appropriate manner, supporting the individual needs of every student.

There is a strong emphasis on phonics and phonemic awareness in the primary grades where students are “learning to read.” Examples of instructional strategies that promote phonics and phonemic awareness include daily chants/songs using sound-spelling cards, word sorts, rhyming, making words through manipulation of letter cards, and oral blending and segmentation. In the upper grades, instructional focus shifts from “learning to read” to “reading to learn,” with an increased emphasis on comprehension strategies. Students create meaning from what they read using the following comprehension strategies: predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring, and visualizing. Using Houghton Mifflin Phonics, Scholastic Lexile Library, Upper and Primary Literature Library, Spelling City, Secret Stories, Grammar Usage and Mechanics (GUM), Accelerated Reader, Bad Wolf Press reference materials, grammar-based lessons, study buddy readings, literature circles, and self-selected books serve to further instruct all MATES students. Fluency and articulation will be developed, with opportunities to engage in public speaking, recitation, oral reports, choral reading, small group interactions, and projects. In addition, performances in song and theater reinforce and apply the standards behind the teaching strategies.

Critical thinking skills are addressed through read alouds, think alouds, open-ended questioning, and oral retellings. Vocabulary development will be the natural result of these basic peer and adult interactions. The use of word walls, thematic instruction, and reading from different, multicultural genres and periods of time expose all students to different languages and vocabulary. Classroom libraries include books of different genres and levels with a balance between fiction and non-fiction selections. Leveled lending libraries will support a strong at-home reading program where all students read nightly.

Writing
The goal of writing instruction at MATES is to help students figure out reading “from the inside out.” As children write, they use their letter-sound knowledge, develop knowledge they have read about, and practice the art of writing that they have previously analyzed in models that they have read. Children who write become more fluent in reading. Students in every grade level will write in three genres: narrative, informational, and opinion, using the Learning Headquarters Writing Curriculum. The core of writing instruction is built on the steps of the writing process, i.e. brainstorming, drafting, revising, editing and publishing. Beginning in Kindergarten, teachers in every grade level guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes.

Teachers continue to utilize the 6 + 1 Traits of Writing. These traits include:

1. Ideas: The content, or main theme. Can be looked at as the heart of the message.
2. Organization: The internal structure of the writing.
3. Voice: The personal voice of the author comes through. This gives a sense of a real person speaking.
4. Word Choice: The use of precise, colorful, and rich words to communicate.
5. Sentence Fluency: The writing flows together often with a rhythm or cadence.
6. Conventions: Mechanical correctness, including spelling and grammar.
7. Presentation: The final product: publication, project, or multi-media.

We have adapted writing rubrics from The Step Up to Writing program and the Learning Headquarters Writing Program.

Technology is incorporated into writing instruction in a variety of ways. Students use the Internet as a research tool, word processing to draft and revise, and various digital programs to present their work to classmates and other audiences. For example, some of the programs include PowerPoint, Google Classroom, audio QR codes, Seesaw, Voki, and Class Dojo. Keyboarding skills are taught along with basic handwriting, beginning in Kindergarten. In kindergarten, a handwriting program Handwriting Without Tears is in place to promote correct letter formation. Cursive handwriting is taught in third grade using the Handwriting Without Tears curriculum and continues to be reinforced in fourth and fifth grades.

**Math**

The goal of mathematics instruction is to produce students who are fluent with numbers, have built mathematical reasoning skills, and developed a strong math vocabulary through real world experiences. Within the context of the CCSS, students are constantly challenged to reason and communicate mathematically in addition to demonstrating proficiency in all required math standards. Specifically, teachers focus on developing students’ number sense and mathematical reasoning abilities. Elements of number sense among young children include linking symbols to quantities, understanding part-to-whole relationships, and being able to make calculations with fluency to devote more of their thinking to visualizing and tackling difficult word problems. Teachers utilize Number Talks strategies and problem-solving activities to encourage collaboration and mathematical reasoning. According to the author of *Number Talks: Helping Children Build Mental Math and Computation Strategies*, Sherry Parrish (2010), this focus transforms a classroom “from a didactic, static, instructional environment to one characterized by listening, reasoning, justifying, applying patterns, and communicating our conjectures and generalizations.” Teachers use the McGraw- Hill My Math program, which includes hands-on activities,
classroom discussion about mathematical reasoning, and sufficient calculation practice to make mathematical operations automatic. Various artistic concepts and elements, such as music, are incorporated into the math program, and vice-versa, as the two disciplines intertwine, complement, and help explain one another.

Science

Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. In alignment with the Next Generation Science Standards, students acquire knowledge of the physical sciences, life sciences, and earth and space sciences through the STEMscopes curriculum. There is an additional focus on engineering, technology and the applications of science. Students engage in the science and engineering practices such as: asking questions, developing models, planning investigations, interpreting data, and constructing explanations. According to the Framework for K-12 Science Education by the National Research Council (2012), “Students continually build on and revise their knowledge and abilities over multiple years, and support the integration of such knowledge and abilities with the practices needed to engage in scientific inquiry and engineering design.”

Our desired outcomes from the science curriculum are:

- an understanding of the process of scientific inquiry
- curiosity about the world around them
- skills to comprehend informational text
- increased collaborative skills from working in groups to produce tangible products of understanding.

Science, technology, and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. California. Through the thematic teaching approach, teachers incorporate fictional and expository text into their science instruction. On a regular basis, students write informational text in relation to their experiments. When appropriate, students also write narrative pieces relating to the scientific topic of study. For example, a first grader studying the butterfly life cycle writes in her journal, illustrating and identifying the parts of the insect’s body and recording factual observations, but also experiences the creative writing process using butterflies as the main topic. MATES students also participate in community service events/projects that relate to topics of science and environmentalism. All students work with the science specialist in the science lab on a regular basis. During this time, students experience hands-on science activities/experiments to solidify the classroom content. Combined, laboratory science and real-life experiences provide MATES students with a well-rounded science program. Keys to our successful science program include engaging in scientific inquiry and having opportunities for questioning and hands-on laboratory experiences. Guest speakers and field trips provide reinforcement and real-life relevancy, as does the annual STEAM Night in which students connect with STEAM professionals in the community and present science and technology-based projects.

Social Studies

Teachers build upon students’ curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. In alignment with the History-Social Science Framework, teachers facilitate the exploration of values critical to understanding the democratic process, civic discourse, and public service. Students engage in problem solving as they acquire, evaluate, and use
information in a variety of ways. Frequent opportunities exist for all students, including English Learners, to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. California State Standards are encountered as integrated features of the humanities, geography, science, mathematics, language arts, and the visual and performing arts. Teachers provide equal access to the core curriculum for all students through a variety of appropriate strategies and thematic, project-based units. Assorted activities found within absorbing units of study accentuate the arts and use of technology while students learn about themselves in the world.

Key content outcomes for Social Studies include cultural understanding, democratic principles and civic values, and academic and social skills necessary for effective participation in diverse societies. Key skills and goals for students to acquire include the integration of multiple skills to solve a project-based problem, the ability to use informational text, mastery of academic vocabulary, and increased reading and writing skills. Current events and real-world issues that may or may not be represented in our school and/or community help MATES students understand common and complex themes that reoccur throughout history.

Visual and Performing Arts

The goal of the visual and performing arts program at MATES is to expose and engage students in different art forms and encourage students to experience and appreciate art as a form of communication and cultural language. The strands of visual and performing arts are as follows: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications.

The arts program is aligned with California State Standards and integrated throughout the curriculum. MATES is committed, through instruction and exploration, to providing students with many artistic avenues for creative self-expression. By engaging in visual and performing arts, students enhance and solidify their knowledge of core academic subjects, apply critical thinking skills, and deepen artistic skill, style, and self-expression. Lessons and activities may include the following arenas: principles of design, dance, ethnomusicology, chorus, theater, instrumental/electronic music, ceramics/sculpture, painting/drawing, art history, art as communication, photography, and cinema.

Students engage in self-discovery, risk taking, fine motor skill development, make links to mathematical concepts, are exposed to a broader range of media, gain self-confidence in creative expression, synthesize their knowledge of the arts to other realms of life, and participate in performances and exhibitions. Students also complete projects based on a larger thematic unit as provided by the classroom teacher, grade level cluster, or school-wide community. Students create, invent, play, interact, devise, move, think critically, and respond to world cultures by learning through the arts.

Artful assessment is at the heart of each arts discipline as well as interdisciplinary thematic units. This may include the assessment of student works and performances, open-ended projects or questions, research assignments, constructed responses, and multiple-choice items as developmentally appropriate. Using rubrics that describe levels of accomplishment for performances, teachers involve the students in self-appraisal and communicate the need for the ongoing monitoring of progress. The end product should not be over-emphasized as creative expression is encouraged. Teaching the arts requires the student creators to thoughtfully reenter the work multiple times to reflect and refine it and, ultimately, find satisfaction with its expression. This creative evolution may be tracked and communicated through such qualitative means as journals and discussions, video documentation, photography, and through the artistic work.
itself. MATES has hired a part-time visual arts specialist, a part-time dance teacher, and a full-time music teacher. Additionally, teachers are supported within the classroom with a purchased visual arts curriculum called “Arts Attack.” The Visual Arts, Dance and Music specialists collaborate with the classroom teachers to integrate arts concepts into the core curriculum through project-based activities. All students receive music education, visual arts instruction and dance instruction on a regular basis.

**Physical Education and Health**

The goal of the physical and health education curriculum is to promote healthy lifestyles among students and their families through the development of positive physical and social-emotional practices. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development. In the arts, ethnomusicology and world dance forms may be used to add multicultural experiences to the physical education curriculum. Also, sports and games from other cultures augment classroom units of study. All students receive weekly physical education instruction from our PE specialist.

The California Content Standards will be met through a variety of physical activities, including dance. The physical education program emphasizes individual motor skills, fitness and good sportsmanship. Beginning in kindergarten, skills are taught and developed in preparation for the grade 5 standardized performance test, the California Fitness Gram. Standards-based, age-appropriate health education lessons are incorporated into the academic curriculum whenever possible. Proper nutrition and healthy lifestyles are also woven into unit themes and school-wide service projects/events.

**Instructional Materials**

MATES currently utilizes a variety of curriculum resources detailed in Table 6 below. These resources are used to implement California State Standards and to guide and supplement the thematic units created by teachers. Curriculum materials are aligned with California State Standards. MATES makes curriculum decisions through a curriculum committee drawn from staff and parents to review materials and make a recommendation to the MATES Board of Directors. The MATES Board makes final decisions for adoption of materials. Decisions on new adoptions and selections are driven by the school mission and vision.

### Table 6: Curriculum Resources

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Core Materials</th>
<th>Supplemental Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Guided Reading Book Sets</td>
<td>Spelling/Vocabulary City</td>
</tr>
<tr>
<td></td>
<td>Literature Library</td>
<td>Accelerated Reader</td>
</tr>
<tr>
<td></td>
<td>Scholastic Leveled Book Room</td>
<td>IXL</td>
</tr>
<tr>
<td></td>
<td>Caldecott Award Winning Picture Books (K-2: Integrating art into curriculum)</td>
<td></td>
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<tr>
<td></td>
<td>Grammar Usage and Mechanics</td>
<td></td>
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<tr>
<td>English Language Development</td>
<td>Secret Stories</td>
<td>Slingerland Multisensory Approach</td>
</tr>
<tr>
<td></td>
<td>Interactive Language Journals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Houghton Mifflin phonics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scholastic Lexile Library</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>McGraw Hill—My Math</td>
<td>IXL</td>
</tr>
<tr>
<td>Science</td>
<td>Accelerate Learning --</td>
<td>Bad Wolf Press</td>
</tr>
</tbody>
</table>
MATES Personalized Learning Program
In conjunction with the K-5 classroom-based model, MATES also developed a Personalized Learning Program in compliance with Education Code 51745, et seq. This program is provided to families who share the project-based thematic approach to learning and wish to teach their children under the guidance of a credentialed supervising teacher. Students have the opportunity to study at home and also participate in the unique environment of MATES in an array of experiences including field trips, assemblies, and specialists. Personalized Learning Program parents have access to the campus resources and educators who help manage and support their goals.

The MATES Personalized Learning Program provides a personalized, challenging, coherent and relevant curriculum for each student that fulfills the school’s purpose and follows the California State Standards. The program allows students the flexibility to pursue academic achievement in a way that emphasizes their interests and enhances their motivation to learn. MATES offers a strong academic program. The school’s academic history demonstrates that the current curriculum provides results. Because of the noted academic success, the MATES Personalized Learning Program uses the same curricular materials as those of the classroom-based model.

School Calendar

MATES’ academic calendar follows the Conejo Valley Unified School District’s traditional academic calendar. The school year contains 180 instructional days and commences before September 30 annually. The MATES Board reserves the right to formally make minor adjustments to the schedule to accommodate special functions. Attached, as Appendix J, please find the MATES 2019-20 school calendar.

Bell Schedule

The daily schedules for all grade levels are listed below. The number of instructional minutes offered for all grades meets or exceeds the requirements in Education Code Section 47612.5(a)(1). The kindergarten day is extended to 1:45 pm Monday, Wednesday, Thursday and Friday and 1:20 pm on Tuesdays. MATES extends the length of the school day to allow teachers extra time for synthesis, analysis, and evaluation of daily lessons. This translates to over 1,400 minutes of added instructional time over the course of 180 days, one of many unique features as a public charter school.

Table 7: Bell Schedule

K BELL SCHEDULE
Monday, Wednesday, Thursday, Friday

8:05 First Bell- Line Up
8:10 Kindergarten Begins
8:10-8:30 Morning Business- Building Our Day
8:30-9:00 Language Arts Block: Reading, Writing, Thematic Instruction (Incorporates art, music, theatre, dance, technology, science, social studies)
9:00-9:45 Small Group Instruction with teacher/Centers
9:45-10:05 Nutrition/ Recess  
10:05- 11:15 Small Group Instruction with teacher/Centers Continued 
11:15-11:40 Brain Breaks and Story  
11:40-12:25- Lunch  
12:25- 1:30 Math Centers  
1:30-1:45 Ending/ Evaluation of our Day  

Tuesday  
8:05 First Bell- Line Up  
8:10 Kindergarten Begins  
8:10-8:30 Morning Business- Building Our Day  
8:30-9:00 Language Arts Block: Reading, Writing, Thematic Instruction (Incorporates art, music, theatre, dance, technology, science, social studies)  
9:00-9:45 Small Group Instruction with teacher/Centers  
9:45-10:05 Nutrition/ Recess  
10:05- 11:15 Small Group Instruction with teacher/Centers Continued  
11:15-11:40 Brain Breaks and Story  
11:40-12:25- Lunch  
12:25- 1:15 Math Centers  
1:15-1:20 Ending/Evaluation of our Day  

* Science, Art, Dance, Computers, Music and PE Specialists times vary from day to day  

BELL SCHEDULE: GRADES 1-5, MONDAY, WEDNESDAY, THURSDAY, AND FRIDAY  

8:05am First Bell-Line Up  
8:10am School Starts  
9:40 am -10:05 am Grades 1-2 Recess  
10:05-10:25 am Grades 3-5 Recess  
11:40-12:25 Grades 1-2 Lunch  
12:15 pm – 1 pm Grades 3-5 Lunch  
1:40 pm-2:00 pm Grades 1- 2 Recess  
2:45 pm Dismissal  

BELL SCHEDULE: GRADES 1-5, TUESDAY  

8:05am First Bell-Line Up  
8:10am School Starts  
9:40 am-10:05 am Grades 1-2 Recess  
10:05 am- 10:35 am Grades 3-5 Recess  
11:40-12:25 Grades 1-2 Lunch  
12:15 pm-1:00 pm Grades 3-5 Lunch  
1:20 pm Dismissal  

MATES requires all students to comply with its attendance policy, which is provided to all students
and their parents/guardians in the Student Handbook

Professional Development

MATES provides extensive professional development opportunities to our teachers and staff. Professional development is based on collaboration and tailored to the needs of teachers and their students. Driven by school data, the Curriculum Committee determines professional development needs based on responses to staff evaluations, teacher input based on students’ academic needs, feedback from grade level teams, school goals, and school initiatives such as the continuously upgraded integration of technology.

Key elements of professional development at MATES include ongoing identification of instructional needs, differentiated professional development for teachers at varying levels of experience, and providing time and resources for teachers and staff to share and reflect on best practices. Monthly meeting times rotate between staff meetings, full staff professional development, and cluster meetings for grade level teams to assess/reassess student progress and modify instructional plans accordingly. In order to build in-house expertise on a variety of topics, teachers are encouraged to attend outside workshops and institutes with financial assistance from budgeted funds if available. Teachers are expected to bring knowledge and skills back to share with their colleagues.

As described earlier, all teachers receive ongoing training on how to implement the school instructional approaches such as Project Based Learning and Backwards Design. Current professional development priorities include the continued integration of the arts into curriculum, training around new technology tools, enhanced GATE methods, EL methods and Framework, California State Standards Implementation, Next Generation Science Standards, Special Education accommodations, safety, and cultural proficiency and diversity.

E. Plan For Students Who Are Academically Low Achieving

MATES attends to the individual needs of all students. Teachers are well qualified and meet the credentialing requirements in state law. As such, MATES teachers are well versed in identifying students having difficulty by using ongoing assessment data, monitoring progress, and then providing differentiated intervention strategies, and monitoring advancement with struggling students. Meaningful instructional methods (theme-based, multi-modal, differentiated, flexible groupings) and engaging content boosts student interest in the learning process as it ties to the state’s rigorous California State Standards. Instructional activities vary to accommodate different learning styles to draw out students’ various strengths. Students who are not meeting grade level benchmarks may be provided Response to Intervention or other targeted programs to align with specific needs. The MATES Response to Intervention program is provided by a credentialed teacher specifically trained in a variety of intervention strategies. The interventions focus on building and supporting basic reading, writing, and math skills for success in regular grade-level appropriate curriculum. Our smaller school also allows more intimate interactions with school staff and parent volunteers who work with students in small groups on a daily basis. In addition to the Response to Intervention program, MATES offers an after-school homework lab monitored by a credentialed teacher. The lab provides struggling students an opportunity to work in a quiet environment.

When additional interventions are needed, the staff is proactive in coordinating support services. MATES adheres to a Student Study Team (SST) intervention process. This process increases focus on interventions
and teaching using differentiated methods. In all cases, the focus of the SST centers on students’ needs and how MATES can provide necessary support. Parental involvement and open lines of communication are integral to the process. SST members may include the teacher(s), the Executive Director and/or Assistant Director, the resource teacher, the parent(s), the school psychologist, the speech pathologist, peer teachers, and any other specialists needed to provide additional insights and strategies. This team addresses the needs of the whole child, using assessments as well as teacher observation data to support decision-making on the intervention level. Indicators of a disability may lead to further assessment and possible placement in a specialized program. MATES uses research based interventions for English Language Arts and Mathematics.

F. Plan For Students Who Are Academically High Achieving

Since the mission of MATES includes assuring that the educational experience of all students is rigorous, teachers are prepared to provide additional challenges for those who are learning at a faster pace than the majority. Students in third grade and above who demonstrate higher level thinking skills are referred by teachers and parent request for identification in the Gifted and Talented Education (GATE) Program. MATES uses multiple measures including CAASPP scores, teacher recommendation, and the Otis-Lennon School Ability Test (OLSAT) to qualify students as GATE. Those students identified as GATE and students working above grade level benefit from differentiated curriculum and peer clustering, as well as individual and group lesson extensions that demand creative uses of high-level thinking skills in terms of scope, sequence, depth, and complexity. In order to effectively differentiate content for high achievers, MATES teachers may use acceleration to move students vertically through the curriculum at a faster pace, such as in the implementation of leveled reading groups and the use of leveled academic programs. In addition, enrichment strategies incorporate topics not typically included in the regular curriculum such as the use of passion projects, independent study activities, and inquiry-based techniques. Finally, MATES teachers also implement extension opportunities to allow students to expand or broaden their understanding of the regular curriculum. In thematic learning, students may choose to explore facets of the unit in greater depth and share their findings with the rest of the class, or students may apply the depth and complexity icons to their learning in order to experience the material in a variety of ways.

MATES understands that not all GATE students are self-directed learners. Students that need further differentiation are offered activities that support their interests and curiosities that engage and accentuate the overall learning experience. Heterogeneous groupings allow for leadership and cooperative learning encounters with above-, at- and below-grade level peers. Brain-based research shows that people deepen understanding through the process of teaching others (Caine & Caine, 1998). Above-grade-level students receive appropriate activities that are of high interest and stretch their natural abilities.

MATES continues to build different components of the GATE program, including enrichment activities, offering qualitatively differentiated projects, community service options, and cross-age tutoring opportunities. Students in grades 3-5 have a unique opportunity to participate in Friday Focus, time is set aside each week for students to participate in multi-age elective classes. These classes allow MATES to differentiate according to student interest, as students elect classes of their choice. Group interactions facilitated by a different teacher each session, with the electives offering alternative modes of engaging students in high interest activities.

Additionally, projects and exhibitions are particularly useful in assuring that students are working up to potential by customizing expectations to the learner using challenging and invigorating topics and
requirements. Again, these types of culminating projects align with Project Based Learning as well as the emphasis on arts and technology. The school vision inherently supports leadership roles and community involvement, focus on the arts and technology, preparation for the future, and nurturing the achievement of GATE students.

Professional development is encouraged in the realm of GATE concerns. Parental input for high achieving students is critical in devising an individualized learning plan for the student. MATES welcomes and encourages parental involvement in realizing all aspects of the school’s mission and vision. Our mission and vision is further supported by the National Association of Gifted Children in their policy position that, “arts education is fundamental to an appropriate education for gifted and talented learners and should be addressed through domain-specific opportunities and authentic integration across the curriculum.” (NAGC, 2014).

G. Plan For English Learners

1. Overview

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

2. Home Language Survey

MATES will administer the home language survey upon a student’s initial enrollment into Mates (on enrollment forms).

3. English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

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

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

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

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

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

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

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

4. **Strategies for English Learner Instruction and Intervention**

English Learners are supported through a combination of integrated and designated English language development instruction, a supportive school culture, and additional academic support as needed to develop proficiency in speaking, listening, reading, and writing in the English language. English Language Development ("ELD") standards are used to supplement English Language standards so ELs will demonstrate proficiency in all grade level benchmarks leading up to the student’s current grade level. Frequent monitoring by teachers ensures that ELs are internalizing English language skills. The home and school connection for EL students is established through the creation of an Individualized Learning Plan (ILP) for each student through collaboration between the classroom teacher, parents, and administration. ELPAC test scores are analyzed and interpreted in order to develop a plan of individual goals. The individual goals are supported by both parents and teaching staff. The ILP is reviewed and updated annually upon the receipt of the ELPAC results. If the student’s goals are not met, alternative interventions and resources are considered.
To provide ELs with the outstanding learning environment detailed above, teachers continue to receive training in providing content-based /sheltered instruction using Specially Designed Academic Instruction in English ("SDAIE") techniques as well as other effective methods of sheltering. Grade-level standards-based subject matter are taught in English. Differentiated instruction, which supports all learners, including ELs, is supported by instructional strategies such as project-based learning. The emphasis on the arts and technology also creates learning opportunities that allow English Learners to access content in different formats. These approaches diminish the reliance on reading and writing as the only classroom learning tools and allow students to demonstrate their mastery of subject matter in a variety of ways. Research shows that this method of instruction requires significant teaching skills in both English language development and subject-specific instruction; clearly defined language and content objectives; modified curriculum, supplementary materials, and alternative assessments (Echevarria, Vogt, & Short, 2000).

MATES currently utilizes a wide variety of supplemental materials in covering ELD standards (see Table 6, list of Curriculum Resources). MATES also promotes the success of English Language Learners by valuing their home language as a critical resource and by honoring bilingual families. Additionally, MATES refers to California Department of Education’s “Quality Indicators” in providing translations to Native language(s) to encourage parent participation in the school and in conveying information about their child’s education. MATES identifies new enrollees with a home language other than English, monitors their progress in learning English, and helps reclassify them when they become proficient in English, using assessment tools in compliance with California Law. Qualified personnel perform these assessments.

5. Reclassification Procedures

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

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

- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil’s performance in basic skills against an empirically established range of performance 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.
6. Monitoring and Evaluation of Program Effectiveness

MATES evaluates the effectiveness of its education program for ELs by:

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

H. Serving Students With Disabilities

1. Overview

MATES complies with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004.

MATES is categorized as a public school of the Ventura County Office of Education (VCOE) in accordance with Education Code Section 47641(b).

MATES complies with all state and federal laws related to the provision of special education instruction, related services, and all Ventura County Special Education Local Plan Area (SELPA) policies and procedures.

MATES is solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by MATES are accessible for all students with disabilities.

2. Section 504 of the Rehabilitation Act

MATES 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 of its programs. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team is assembled by the Executive Director or designee and includes the parent/guardian, the student (where appropriate) and other qualified persons. The 504 team members may have knowledge of the student, the evaluation data, placement options, and/or accommodations. The 504 team reviews the student’s existing records including academic, social and behavioral
Meadows Arts and Technology Elementary School

records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. The 504 team may also consider tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

Parents or guardians will be notified in writing to attend a meeting to determine whether the student will or will not be qualified for a 504 plan. Notifications will be made in their primary language along with the procedural safeguards available to them.

If the student is found by the 504 team to qualify for a 504 plan, the team is responsible for determining what accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE).

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

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and specialists, must have a copy of the 504 Plan. The Executive Director and/or Assistant Director ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student’s file. Each student’s 504 Plan is reviewed at least once per year to determine the appropriateness of the plan, any needed changes, and continued eligibility. Attached as Appendix D please find the MATES 504 policy and administrative regulation and Parental Rights Form.

3. Services for Students under the IDEA

MATES provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. For purposes of special education, MATES is a public school authorized by VCOE pursuant to Education Code Section 47641(b).

As a public school authorized by VCOE, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, MATES provides services for special education students enrolled at MATES in the same manner as is provided to students in other District schools. MATES follows the VCOE and SELPA policies and procedures, and utilizes 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 maintaining the confidentiality of pupil records.

Staffing

All special education services at MATES are delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. MATES staff participates in all mandatory training relating to special education.

MATES is responsible for the hiring, training, and employment of site staff necessary to provide special
education services to its students such as special education teachers, paraprofessionals, school psychologists, and speech and language pathologists. MATES ensures that all special education staff it hires is qualified pursuant to school and SELPA policies, as well as meet all legal requirements. MATES is responsible for the hiring or contracting the services of itinerant staff necessary to provide special education services to MATES students, such as occupational therapists, behavioral therapists, and physical therapists.

Identification and Referral

MATES has the responsibility to identify, refer, and work cooperatively in locating MATES students who have or may have exceptional needs that qualify them to receive special education services. MATES implements school and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. MATES determines what assessments, if any, are necessary and arranges for such assessments for referred or eligible students in accordance with the MATES general practice and procedure and applicable law. The Charter School obtains parent/guardian consent to assess MATES students.

IEP Meetings

MATES安排并发送所有IEP会议的通知。IEP团队成员必须符合州和联邦法律。MATES可能需要在IEP会议上出现以下个人：执行董事和/或LEA代表，特殊教育教师，学生的一般教育教师，学生（如果适用），语言治疗师，学校心理学家，以及/或额外的专家。团队会完成IEP文件，包括提供父母的权利和程序守则，评估报告，实现以前的目标，合格性确定，年度目标，以及服务提供的信息。

IEP Development

Programs, services and placements are provided to all eligible MATES students in accordance with the policies, procedures and requirements of the school and of the SELPA and State and Federal law.

IEP Implementation

MATES is responsible for all school site implementation of the IEP. MATES implements IEPs, pursuant to school and SELPA policies. MATES provides the parents with timely reports on the student’s progress on their IEP goals. The progress reports are distributed with each trimester’s report card.

Interim and Initial Placements of New Charter School Students

For students who enroll at MATES from another school district outside of the SELPA with a current IEP, MATES conducts an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, MATES implements the existing IEP, to the extent practicable or as otherwise agreed between
the school and parent/guardian.

Non-Public Placements/Non-Public Agencies

MATES is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. MATES hires, requests services from, or pays any non-public school or agency to provide education or services to special education students per the IEP team recommendation.

Non-discrimination

It is understood and agreed that all children have access to MATES and no student is denied admission nor counseled out of MATES 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

MATES follows school and SELPA policies for responding to parental concerns or complaints related to special education services. MATES encourages parental participation in meetings to be sure their concerns have been addressed regarding special education services.

MATES's designated representative, investigates as necessary, responds to, and addresses the parent/guardian concern or complaint per the MATES Uniform Complaint Policy. MATES notifies all participants of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend.

MATES responds to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency.

Due Process Hearings

In the event that the parents/guardians file for a due process hearing, or request mediation, MATES shall defend the case.

MATES has sole discretion to settle any matter in mediation or due process. MATES has sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is MATES's understanding that that a representative will attend SELPA meetings and report to the Special Education Team of SELPA activities.

Funding

MATES receives monies from federal and state agencies that are budgeted specifically for Special Education students. MATES has entered into an agreement for Special Education Services with the Ventura County Office of Education Special Education Services.
Goals and Actions in the State Priorities

In accordance with Education Code Section 47605(b)(5)(A)(ii), MATES has provided a reasonably comprehensive description of its goals and actions, schoolwide and for all numerically significant student subgroups, in the State Priorities, in its LCAP, attached as Appendix E. In summary these goals and state priorities include:

**Goal 1**: Students will increase their academic achievement.
- **Students to be Served:**
  - All
  - Specific Student Groups:
    - Students with Disabilities
    - English Learners
    - Socioeconomically Disadvantaged
  - **Priority 1**: Basic (Conditions of Learning)
  - **Priority 2**: State Standards (Conditions of Learning)
  - **Priority 4**: Pupil Achievement (Pupil Outcomes)
  - **Priority 5**: Pupil Engagement (Engagement)
  - **Priority 7**: Course Access (Conditions of Learning)
  - **Priority 8**: Other Pupil Outcomes (Pupil Outcomes)

**Goal 2**: Increase parent participation in students’ academic success.
- **Students to be Served:**
  - All
  - Specific Student Groups: English Language Learners
  - **Priority 3**: Parental Involvement (Engagement)
  - **Priority 5**: Pupil Engagement (Engagement)
  - **Priority 6**: School Climate (Engagement)

**Goal 3**: Build a culture of Positive Behavior allowing students to establish meaningful relationships with peers and adults.
- **Students to be Served:**
  - All
  - **Priority 5**: Pupil Engagement (Engagement)
  - **Priority 6**: School Climate (Engagement)
ELEMENT 2: MEASURABLE PUPIL OUTCOMES; AND
ELEMENT 3: METHODS OF MEASURING PUPIL OUTCOMES

_Governing Law:_ The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all 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.

--Education Code Section 47605(b)(5)(B)

_Governing Law:_ The method by which pupil progress in meeting those pupil outcomes is 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.

--Education Code Section 47605(b)(5)(C)

Student Outcomes in the State Priorities

In accordance with Education Code Section 47605(b)(5)(B), MATES has provided a reasonably comprehensive description of its student outcomes, schoolwide and for all numerically significant student subgroups, aligned with the State Priorities, in its LCAP, attached as Appendix E.

A. Assessment Assumptions

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student’s growth, multiple assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- There should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized standards and student objectives.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

MATES is dedicated to documenting student achievement of the California State Standards each year through state-mandated pupil assessments. As is required by the California Department of Education Code Section 60605, students will participate in the California Assessment of Student Progress and Performance (CAASPP) and all other mandated accountability programs (ELPAC, etc.). Through these assessments, MATES shall demonstrate student mastery of state standards. Standardized assessments allow MATES to compare student performance with the rest of the state. In addition, the school may provide internal learning performance accountability documentation. This internal documentation may include, but is not limited to, publisher assessments, student portfolios, anecdotal records, student self-assessment, performance evaluation, and other methods by which student progress may be measured. Social, emotional, and developmental growth will be addressed as appropriate.
### Table 8: Measurable School Outcomes

<table>
<thead>
<tr>
<th>Measurable School Outcomes/Goals</th>
<th>Local Benchmark Instruments</th>
<th>State-level Year-End Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will increase their academic achievement.</td>
<td>Classroom Running Records, Classroom Assessments, Student Progress Reports, Report Cards</td>
<td>CAASPP</td>
</tr>
<tr>
<td>Increase parent participation in students’ academic success (Intermediate, etc.) annually for ELs</td>
<td>Progress toward Individualized Learning Plan Goals, Classroom Running Records, Classroom Assessments, Student Progress Reports, Report Cards</td>
<td>ELPAC Individual Student Score Reports</td>
</tr>
<tr>
<td>Build a culture of Positive Behavior allowing students to establish meaningful relationships with peers and adults</td>
<td>Reduced number of Suspensions</td>
<td>Reduced number of Suspensions as shown on CAASPP Dashboard Data</td>
</tr>
</tbody>
</table>
B. **Measuring Student Progress**

MATES recognizes the importance of being a data-driven school. MATES uses CAASPP Interim Assessments, STAR Reading, My Math and IXL Diagnostics to collect and analyze data on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. Meaningful, reliable data provides a tool to measure student progress in an ongoing, authentic arena. This includes both standardized and non-standardized (formative) tools that, when taken together, will paint a picture of student achievement.

CAASPP data is used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To correctly assess whether students are on track during the year, MATES conducts regular classroom assessments, as well as Interim State Assessments, to evaluate students in reading, writing, math, and science. Internal local assessments are correlated tightly with performance on end of year CAASPP testing to correctly measure progress and give teachers detailed data about areas of strength and weakness to address students’ needs and informed teaching practices.

Staff is trained on how to interpret test data, and are engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis is tied to professional development in instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff are continuously challenged to rethink current pedagogical practices to meet the changing needs of students.

C. **Use and Reporting of Data**

Data is collected, analyzed, and reported in a timely manner. As mentioned above, teachers spend time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and address student deficiencies. Data is also used to continuously monitor student progress and identify students for accelerated learning or those who need additional support.

The objective means of measuring student outcomes assists in evaluating the effectiveness of instruction at MATES and to make modifications in instruction for both individual students and groups of students. The above-mentioned data provides detailed information, allowing MATES to make informed decisions on pupil progress. Data is shared with all stakeholders including families.

**Parent-Teacher Conferences**

Parents are respected, integral partners in their child’s education who provide valuable insight to the teacher. Teachers meet with parents in the fall to formally discuss student strengths, needs, progress, and to identify learning goals and other factors that may impact student learning. Informal conferences may be scheduled as needed. Teachers share students’ academic, social, emotional, and physical progress with parents. Upper grade students may participate in conferences to reinforce their participation in the learning process.

**Standards Based Report Cards**
Student progress towards skill mastery is documented three times annually in standard-based report cards. Progress Reports are sent out once a trimester or as needed. Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. MATES exercises the right to modify and improve the report card in the future.

School Accountability Report Card (“SARC”)

Additionally, MATES publishes student results annually through the School Accountability Report Card, in compliance with the legal requirements. The report includes pertinent facts and data about MATES and is made available to the public as required by law.

Annual Parent Survey

MATES compiles survey results gathered at the end of each school year where parents evaluate their child’s educational experiences. The survey asks parents to measure satisfaction in categories that apply to the Local Control and Accountability Plan, how well MATES fulfilled its mission and vision, and overall parent satisfaction. Results are reported to the charter authorizer and published in the SARC. Results are also used to support school policy, matters of curriculum, and help identify future goals.

Annual Programmatic Audit

In addition to the SARC, MATES provides to the Ventura County Office of Education a yearly programmatic audit. This report includes the following information:

- Analysis of the Charter School’s current enrollment including, data regarding the number of students enrolled, dis-enrolled, denied admission and the reasons therefore, the number on waiting lists, average daily attendance and information on any plans for expansion to accommodate more pupils, including those on waiting lists.
- Analysis and comparison of the racial ethnic makeup and the significant subgroups of charter pupil enrollment as compared to the general population of residents and subgroups within the territorial boundaries of the resident school district or Ventura County (whichever is applicable), including actions taken to ensure the charter pupil population is reflective of the general population of the resident school district or Ventura County.
- Data regarding the number of staff working at the Charter School and their qualifications.
- Information on the Charter School’s financial data, including budgeted income, expense, beginning and ending balance, and any major additions or deletions to current year’s budget or any large planned expenses.
- A summary of data showing student progress toward the goals and outcomes specified in the Charter and analysis of whether student performance is meeting those goals using state and local assessment instruments and techniques identified by the Charter. This includes CAASPP, ELPAC and PFT testing results both schoolwide and disaggregated by subgroup without compromising student confidentiality. This also includes a comparison of testing data from the local district when presenting Charter School testing data.
- Review of LCAP goals and summary of progress toward reaching the goals.
- Data on the level of parent involvement in the Charter School’s governance (and other aspects of the Charter School, if applicable). This may include a summary of data from an annual parent and student satisfaction survey, together with a summary of actions taken or planned to correct
• Analyses of the effectiveness of MATES’s internal dispute and external dispute mechanisms including Uniform Complaints, and data on the number and resolution of disputes and complaints.
• Include a summary of any major changes to the Charter School’s board adopted safety plan, health and safety policies, as well as a summary of all health and safety issues arising since the last report, and a summary of actions taken or planned to correct deficiencies or improve results in the foregoing.
• Relevant information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the Charter, generally.

MATES complies with Ventura County Board of Education requests regarding the content, evaluation criteria, timelines and process for the annual programmatic audit. MATES uses the data in the programmatic audit to assess and improve upon its educational programming as deemed necessary.

County Visitation/Inspection

MATES complies with a Ventura County Office of Education requested visitation process to enable the Ventura County Office of Education to gather information needed to validate the school’s performance and compliance with the terms of this charter. MATES agrees to and submits to the right of the County Office of Education to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 MATES promptly responds to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.
ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

--Education Code Section 47605(b)(5)(D)

A. Non-Profit Public Benefit Corporation

MATES is a directly funded independent charter school and is operated as a California Nonprofit Public Benefit Corporation, pursuant to California law.

MATES operates autonomously from the Ventura County Office of Education, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the Ventura County Office of Education and MATES. Pursuant to California Education Code Section 47604(c), the Ventura County Office of Education shall not be liable for the debts and obligations of MATES, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by MATES as long as the Ventura County Office of Education has complied with all oversight responsibilities required by law.

Attached, as Appendix F, please find MATES Articles of Incorporation, Corporate Bylaws, and Conflicts Code.

B. Board of Directors

MATES is governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which is consistent with the terms of this charter.

The number of board members shall be no less than five (5) and no more than nine (9). All board members are designated by the existing Board of Directors or elected as specified hereafter. All board members are designated or elected, as provided hereafter, at the corporation’s annual reorganization meeting of the Board of Directors or as needed when vacancies arise.

Each board member shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been appointed or elected as required by the position as described below.

The Board of Directors and their terms is as follows:

<table>
<thead>
<tr>
<th>NAME</th>
<th>EXPIRATION OF TERM</th>
<th>BOARD CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Murasky</td>
<td>June, 2019</td>
<td>Parent</td>
</tr>
<tr>
<td>Nicole Flynn</td>
<td>June, 2020</td>
<td>Parent</td>
</tr>
<tr>
<td>Joey Tennison</td>
<td>June, 2019</td>
<td>Parent</td>
</tr>
<tr>
<td>Christine Evangelista</td>
<td>June, 2020</td>
<td>Parent</td>
</tr>
<tr>
<td>Leslie Blevins</td>
<td>June, 2019</td>
<td>Parent</td>
</tr>
</tbody>
</table>
The Board shall have a majority of parent/guardian representatives elected by the parent/guardian body (one vote per family) and MATES staff (excluding the Executive Director and the Assistant Director); and a maximum of three community representatives appointed by the Board existing at the time of the vacancy. Board members are encouraged to have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, human resources, or public relations. No MATES employees shall serve on the Board.

No person serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a board member as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board has adopted a conflict of interest code in accordance with the Political Reform Act.

C. Board Meetings and Duties

The Board of Directors of MATES meets regularly, at least once a month (except the month of July) and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of MATES including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director of MATES;
- Hire, supervise, evaluate, discipline, and dismissal of the Assistant Director of MATES;
- Hire, promote, discipline and dismiss all employees of MATES after consideration of a recommendation by the Executive Director and/or Assistant Director;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of MATES. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor MATES annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of MATES in accordance with applicable laws and the receipt of grants and donations consistent with the mission and policies of MATES;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents/guardians and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
• Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration;
• Approve annual independent fiscal audit and performance report;
• Develop and approve the Local Control and Accountability Plan

“Community Members” will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment educational activity, or local business. The Board may choose to select a current MATES parent to serve in the Community Member capacity in the event that the Board cannot find a suitable non-parent community member to serve in this capacity.

• Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

MATES complies with the Brown Act.

MATES has adopted a conflict of interest code that complies with the Political Reform Act and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix F. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

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 of MATES any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. 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 of Directors 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 Board members.

The MATES Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, Conflicts of Interest, and the Brown Act.

D. The Administration

The administration at MATES is currently comprised of an Executive Director and an Assistant Director, who serve as the leaders of the school. The Executive Director, with support from the Assistant Director,
ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director and Assistant Director must report directly to MATES Board of Directors, and they are responsible for the orderly operation of the school and the supervision of all employees in the school.

The Executive Director, with the support of the Assistant Director shall perform assigned tasks as directed by MATES Board of Directors and may be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the charter school enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to MATES School Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of MATES;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents/guardians, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors and state criteria;
- Complete and submit required documents as requested or required by MATES and/or MATES School Board of Directors and/or the Ventura County Office of Education;
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers and staff as needed;
- Ensure the maintenance, repair, and security of the school building;
- Promote and publish MATES in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop MATES annual programmatic audit report and the SARC;
- Present independent fiscal audit to the MATES Board of Directors and after review by the Board of Directors present audit to the Ventura County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline and, as necessary, implement the suspension and expulsion process;
- Participate in IEP, SST, and 504 meetings as necessary.
- Work with Technology Committee to maintain and/or improve technology resources;
- Maintain an accurate asses log;
- Analyze state test results and development target strategies;
• Develop Individual Learning Plans for students with various needs;
• Develop and implement board approved Local Control and Accountability Plan

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

E. Parent Advisory Council

The MATES Board of Directors has established a Parent Advisory Council (PAC) whose purpose is to serve as an advisory board, liaisons between parents/guardians & the MATES Board of Directors. The Parent Advisory Council is responsible for input/advice regarding Pupil Outcomes, Parental Involvement and Engagement, and School Climate to the MATES Board of Directors and the Administration.

F. Parent Involvement

Parent involvement in MATES is essential to the school’s success. In this respect, parents make up the majority of the MATES Board of Directors, participate on the Parent Advisory Council, and all parents are strongly encouraged to volunteer each year at MATES. No child is excluded from MATES or school activities parent or legal guardian’s level of participation. Opportunities for parent involvement include but are not limited to the following: volunteering in the classroom/school (including at-home assistance); school events, tutoring, attending parent-teacher conferences; attendance at MATES Board of Directors meetings; and participation in Board committees. However, parent/guardian participation is not a requirement for admission or continued enrollment at the charter school.

G. Organizational Chart

Attached as Appendix G, please find an Organizational Chart.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

**Governing Law: The qualifications to be met by individuals to be employed by the charter school.**

--Education Code Section 47605(b)(5)(E)

**Qualifications of School Employees**

In addition to meeting the health and safety clearances described below, all employees shall meet the following qualifications:

1. **Teachers**

   Teachers for core classes must hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605(l).

   In accordance with Education Code Section 47605(l), the School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, non-college preparatory courses and activities.

   A core academic teacher is one who teaches any of the following core subjects: English/Language Arts, Math, Science, and Social Studies. Accordingly, a teacher of core academic subjects must have:

   a) a bachelor’s degree;  
   b) a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential;  
   demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC’s approved subject matter examination or an approved credential program.

   In addition, teachers who desire a position with MATES must:

   • Be willing to work collaboratively with parents in the classroom and community;  
   • Show enthusiasm for collaboration with other teachers at the school;  
   • Be willing to participate in professional development opportunities and to engage in continuous reflection on the goals and methods of education at MATES;  
   • Strive toward implementing MATES mission and vision;  
   • Be skilled at using project-based, structured cooperative learning strategies, integrated thematic units, multi-cultural education and conflict resolution; and  
   • Be knowledgeable about educational psychology and developmentally appropriate practices.

2. **Administration (Executive Director and/or Assistant Director)**

   The Administration serves as the educational leader(s) and chief executive(s) of the school. The Administration shall be responsible for direction of the instructional program, evaluation of staff, operation of the school facility, participation in school activities, community leadership as well as other relevant duties assigned.
The Administrator(s) of MATES shall hold an appropriate Administrative Services Credential authorizing service as a Principal at the elementary school level. An advanced degree in education is desirable and training in the broad aspects of school administration, instructional strategies and curriculum development would be necessary. A minimum of five (5) years of teaching experience and at least two (2) years of administrative experience is recommended. An applicant without a current Administrative Services Credential may be considered only if the applicant provides evidence of five or more years of public school administrative experience.

3. Administrative Assistant

Under the supervision of the Executive Director, the Administrative Assistant performs a wide variety of secretarial and clerical duties including:

- Screens office visitors and telephone calls for routing to the proper areas;
- Answers questions regarding classes, activities or programs;
- Refers people to other sources for information;
- Schedules appointments for school administrator;
- Types materials of a confidential nature such as letters, reports, bulletins, announcements, memorandums, and other documents;
- Composes letters dealing with routine school activities independently or from oral instruction;
- Receives, opens and routes mail;
- Helps make arrangements for and coordinates school and community activities;
- Bilingual language skills desirable;
- Maintains active teacher correspondence, student cumulative files and other records;
- Prepare, compile and maintain accurate and complete records and reports;
- Operates office machines including computer terminal, word processing equipment, adding machines;
- Coordinates arrangements for substitute teachers who are assigned to the schools;
- Assigns and plans the work of student helpers, and may assign work to other clerical assistants including volunteers;
- Requisitions and issues supplies, keeps records for budget controls and types purchase orders when necessary;
- Assists students who are ill or injured providing first aid if required and administers medication;

The position requires a basic first aid certificate and at least two years of secretarial experience in a school setting.

4. Senior Office Clerk – the duties of the senior office clerk include those of a traditional Health Clerk and Attendance Clerk

a. Health Clerk
Under the supervision of the Administration, the Health Clerk performs a wide variety of duties to assist
students with health issues, and performs other clerical duties including:

- Understand the general needs and behavior of students and recognize the need to provide for personal privacy and dignity of all students.
- Administer first aid and CPR and specialized physical health care
- Handle emergency situations
- Collect and maintain necessary student medical information

The position requires basic first aid and CPR certificates.

b. Attendance Clerk

Under the supervision of the Administration, the Attendance Clerk performs a wide variety of clerical duties including:

- The operation of standard office equipment
- Telephone communication
- Take daily attendance
- Weekly attendance reports to teachers
- Periodic attendance reports to Business Services Authority and Ventura County Office of Education
- SART tracking and letters
- Independent study contracts

All other non-instructional personnel are considered based upon their expertise and ability specific to the position.
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

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

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

--Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, MATES has adopted and implemented full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk-management experts. Health and safety procedures are incorporated as appropriate into MATES' student and staff handbooks and reviewed and updated annually no later than March 1st for compliance with applicable California and Federal law. MATES shall ensure that staff are trained annually on the health and safety procedures. A copy of the updated policies and procedures shall be provided to the County by July 1st of each year.

The following is a summary of the health and safety procedures of MATES:

1. Procedures for Background Checks

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

2. Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the County. MATES provides mandated reporter training to all employees annually in accordance with Education Code Section 44691.

3. Tuberculosis Risk Assessment and Examination

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

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

5. Medication in School

MATES adheres to Education Code Section 49423 regarding administration of medication in school.
MATES adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training
for staff members.

6. Vision and Hearing

Students are screened for vision and hearing. MATES will adhere to Education Code Section 49450,
et seq., as applicable to the grade levels served by MATES.

7. Emergency Preparedness

MATES adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the
converted school site in conjunction with law enforcement and the Fire Marshal. This handbook
includes, but is not be limited to the following responses: fire, flood, earthquake, terrorist threats,
and hostage situations. Staff receives training in emergency response, including appropriate “first
responder” training or its equivalent.

8. Comprehensive School Safety Plan

The Charter School shall maintain a Comprehensive School Safety Plan, to be reviewed and updated
by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current
status of school crime committed on Charter School facilities and at Charter School-related functions;
and (2) identifying appropriate strategies and programs that will provide or maintain a high level of
school safety and address the Charter School’s procedures for complying with applicable laws related
to school safety, which shall include the development of all of the following pursuant to Education
Code Section 32282(a)(2)(A)-(J):

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

9. Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

10. Blood Borne Pathogens

MATES meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

11. Drug Free/Alcohol Free/Smoke Free Environment

MATES functions as a drug, alcohol and smoke free workplace.

12. Facility Safety

MATES complies with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. MATES tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. MATES conducts fire drills as required under Education Code Section 32001.

13. Comprehensive Sexual Harassment Policies and Procedures

MATES is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s associated with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. MATES has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at MATES (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in accordance with MATES’ discrimination and harassment policy.
ELEMENT 7: RACIAL AND ETHNIC BALANCE

_Governing Law:_ The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

-- _Education Code Section 47605(b)(5)(G)_

MATES attracts many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within the Conejo Valley Unified School District, MATES strives to recruit students from a range of racial, ethnic, linguistic, and socioeconomic backgrounds.

MATES does 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

MATES implements a student outreach plan that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented throughout the District.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented within the District.
- MATES’s Outreach Plan includes a marketing plan which details significant outreach activities in local newspapers, public libraries, community club-houses and newsletters, local community groups, and local businesses. The marketing plan includes the preparation and distribution of recruiting materials in English and other commonly spoken languages.
- The Outreach Plan includes dates, times, and locations of open houses, informational meetings, and other activities in a manner which insures, to the extent possible, that all interested students are able to attend. The Outreach Plan shall be updated each year.

MATES, in its Programmatic Audit, includes student enrollment information indicating the racial and ethnic mix of students and the percentage of students from the District and steps taken to ensure a racial and ethnic balance as described herein. The programmatic audit disaggregates racial and ethnic class, free and reduced-price lunch participation percentage, English Learners, and includes the percentage versus total of those who applied and those who were admitted.

An Outreach Plan is attached in Appendix B.
ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

**Governing Law:** Admission policies and procedures, consistent with [Education Code Section 47605](#) subdivision (d).

--[Education Code Section 47605(b)(5)(H)](#)

**Non-Sectarian/Non-Discrimination/No Tuition**

MATES is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

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

MATES requires students who wish to attend MATES to complete an application form. After admission, students will be required to submit an enrollment packet. The application process is comprised of the following:

- Parent attendance at a school orientation meeting is encouraged
- Completion of a student enrollment form

Registration forms for students who are admitted will also gather the following:

- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records

**Public Random Drawing**

**Classroom Based Public Random Drawing**

Applications are accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, MATES holds a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing are given to the following students in the
following order:

1) Siblings of existing MATES students
2) Pupils who reside within the former attendance area of Meadows Elementary School.
3) Children of employees of MATES
4) All other District residents
5) All other pupils

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

Personalized Learning Program Public Random Drawing Personalized Learning Program applications are accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications are counted to determine more applications have been received than availability. In the event that this happens, MATES holds a public random drawing (or “lottery”) to determine admission for the Personalized Learning Program, with the exception of existing students, who are guaranteed admission in the following school year.

Personalized Learning Program Admission preferences in the case of a public random drawing are given to the following students in the following order:

1) Existing Classroom Based MATES students
2) Siblings of existing MATES students.
3) Pupils who reside within the former attendance area of Meadows Elementary School.
4) Children of employees of MATES
5) All other District residents
6) All other pupils

At the conclusion of the public random drawing, all students who were not granted admission due to capacity are given the option to put their name on a wait list according to their draw in the lottery. This wait list allows students the option of enrollment in the case of an opening during the current school year.

In no circumstance will a wait-list carry over to the following school year.

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

MATES conducts the lottery in the spring for enrollment in fall of that year.

**Planned Application, Public Random Drawing, and Admission Schedule**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January – February</td>
<td>Applications forms available at school administrative office or online at the Charter School’s website.</td>
</tr>
<tr>
<td>Middle of February</td>
<td>Deadline for parents of existing MATES students to notify the school if their student will be returning next year.</td>
</tr>
<tr>
<td>Middle of March</td>
<td>Public random drawing conducted (if necessary).</td>
</tr>
<tr>
<td>To First Week of April</td>
<td>Admission notification and enrollment packets distributed to parent and children who have been drawn in the public random drawing.</td>
</tr>
<tr>
<td>June 15</td>
<td>Completed enrollment packets due back to MATES, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.</td>
</tr>
</tbody>
</table>

The Personalized Learning Program will closely match this schedule with separate lottery dates.3

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2 These timelines are estimates – subject to change as necessary to accommodate school holidays and scheduling conflicts.

3 In year 1 of the Personalized Learning Program, the application process will begin in March, 2019.
ELEMENT 9: ANNUAL, INDEPENDENT FINANCIAL AUDITS

**Governing Law:** The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

--Education Code Section 47605(b)(5)(I)

An annual independent fiscal audit of the books and records of MATES is conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of MATES are kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

MATES uses the independent auditors of Clifton, Larson, Allen LLP. Should a new auditor be needed, the Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope includes items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the Budget Committee, reviews any audit exceptions or deficiencies and reports to the MATES Board of Directors with recommendations on how to resolve them. The Board submits a report to the Ventura County Office of Education describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Ventura County Office of Education along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of MATES is public record to be provided to the public upon request.
ELEMENT 10: SUSPENSION AND EXPULSION POLICY AND PROCEDURES

**Governing Law:** The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

**(i)** For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

**(ii)** For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

**(I)** Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

**(II)** Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

**(III)** Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

---Education Code Section 47605(b)(5)(J)

**Policy:**

MATES’s Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MATES. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When this Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.
MATES’s staff enforces disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures are printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, use of alternative educational environments, suspension and expulsion.

Corporal punishment is not used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Students and their parents/guardians are notified in writing upon enrollment at MATES of all discipline and involuntary disenrollment policies and procedures. The notice also states that these discipline policies and procedures are available on request at the Executive Director’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom MATES has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Act or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. MATES follows Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

Procedures:

1. Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

2. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

   g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

   i) Committed an obscene act or engaged in habitual profanity or vulgarity.

   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

   k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

   l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

   (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

   (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

   (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or
other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section,
“terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

1. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

3. Suspension Procedure

Suspensions are initiated according to the following procedures:

a. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this
conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

b. Notice to Parents/Guardians

At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

c. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Executive Director or the Executive Director’s designee, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

d. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as
required by law.

A student may be expelled either by the neutral and impartial Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three staff members who are certificated and neither a teacher of the student nor a MATES Board member. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense.

In the event the Administrative Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

i. The date and place of the expulsion hearing;

ii. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

iii. A copy of MATES’s disciplinary rules which relate to the alleged violation;

iv. Notification of the student's or parent/guardian's obligation to provide information about the student's status at MATES to any other school district or school to which the student seeks enrollment;

v. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

vi. The right to inspect and obtain copies of all documents to be used at the hearing;

vii. The opportunity to confront and question all witnesses who testify at the hearing;
viii. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

f. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MATES may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the MATES Board of Directors. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

i. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

ii. MATES must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

iii. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

iv. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

v. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

vi. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity conducting the expulsion hearing from removing a support person whom the President finds is disrupting the hearing. The entity conducting the expulsion hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

vii. If one or both of the support persons is also a witness, MATES must present evidence that the witness' presence is both desired by the witness and will be helpful to MATES. The entity conducting the expulsion hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by
the support person, in which case the President shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the entity presiding over the hearing from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

viii. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.

ix. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

tax. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the expulsion hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

g. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

h. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines
that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

i. Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

i. Notice of the specific offense committed by the student.

ii. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, MATES 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.

j. Disciplinary Records

MATES maintains records of all student suspensions and expulsions at MATES.

k. No Right to Appeal

The student shall have no right of appeal from expulsion from MATES as the Board’s decision to expel shall be final.

l. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.
m. Rehabilitation Plans

Students who are expelled from MATES shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to MATES for readmission.

n. Readmission

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The student’s readmission is also contingent upon MATES’s capacity at the time the student seeks readmission.

o. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

p. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

i. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

ii. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the student’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

ii. Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, MATES, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the student’s IEP, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability; or

b) If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP.

If MATES, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student’s disability.

If MATES, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student’s disability, the IEP Team shall:

a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that MATES had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the student to the placement from which the student was removed, unless the parent and MATES agree to a change of placement as part of the modification of the behavioral intervention plan.

If MATES, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a direct result of the failure to implement the IEP, then MATES may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

iii. Due Process Appeals

The parent of a student with a disability who disagrees with any decision
regarding placement, or the manifestation determination, or MATES believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or MATES, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and MATES agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

iv. Special Circumstances

MATES’s personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school
v. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vi. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if MATES had knowledge that the student was disabled before the behavior occurred.

MATES shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to MATES's supervisory or administrative personnel, or to one of the student’s teachers, that the student is in need of special education or related services.

b) The parent has requested an evaluation of the student.

c) The student’s teacher, or other MATES personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Executive Director.

If MATES knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If MATES had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. MATES shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by MATES pending the results of the evaluation.

MATES shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
ELEMENT 11: RETIREMENT SYSTEMS

*Governing Law:* The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employee’s Retirement System, or federal social security.

--Education Code Section 47605(b)(5)(K)

In order to hold and secure experienced staff committed to innovation, MATES recognizes the importance of an attractive compensation package, which includes salaries and health benefits. MATES has a compensation package that is competitive with what the Conejo Valley Unified School District offers. Employees at MATES participate in the State Teachers’ Retirement System (“STRS”), Public Employees’ Retirement System (“PERS”) and the federal social security system as applicable to the position. MATES informs all applicants for positions within MATES of the retirement system options for employees of MATES. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made.
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

_Governing Law:_ The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

---Education Code Section 47605(b)(5)(L)---

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra-and inter-district policies. Parents and guardians of each student enrolled at MATES are informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment at MATES, except to the extent that such a right is extended by the local education agency.
ELEMENT 13: EMPLOYEE RETURN RIGHTS

**Governing Law:** The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.

--Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.
ELEMENT 14: DISPUTE RESOLUTION

_Governing Law:_ The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

--Education Code Section 47605(b)(5)(N)

MATES and the County are encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between MATES and the Ventura County Office of Education, MATES staff, employees and MATES Board members and Ventura County Office of Education agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and Executive Director of MATES, or their respective designees. In the event that the Ventura County Office of Education Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, MATES requests that this be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the Ventura County Office of Education’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of MATES, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the Ventura County Office of Education and MATES. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Ventura County Office of Education and MATES.

Internal Disputes

The Charter School has an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.
ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

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

--Education Code Section 47605(b)(5)(O)

Closure of MATES will be documented by official action of the MATES Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

MATES will ensure that the notification to the parents and students of MATES of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the MATES Board’s decision to close MATES.

MATES will also develop a list of students in each grade level and the classes they have completed, together with information on the students’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, MATES will provide parents, students and Ventura County Office of Education with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. MATES will ask the Ventura County Office of Education to store original records of MATES students. All student records of MATES shall be transferred to Ventura County Office of Education upon school closure. If the County will not or cannot store the records, MATES shall work with the Ventura County Office of Education to determine a suitable alternative location for storage.

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

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

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

On closure of MATES, all assets of MATES, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending MATES, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, MATES shall remain solely responsible for all liabilities arising from the operation of MATES.

As MATES is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of MATES, the MATES Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix H MATES will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
MISCELLANEOUS CHARTER PROVISIONS

A. **Budgets and Financial Reporting**

*Governing Law:* The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

>--Education Code Section 47605(g)

MATES provides reports to the Ventura County Office of Education as follows, and may provide additional fiscal reports as requested by the Ventura County Office of Education:

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

B. **Insurance**

MATES maintains and finances general liability, workers’ compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the Ventura County Office of Education and MATES’s insurer. The County Board of Education shall be named as an additional insured on all policies of MATES.

C. **Administrative Services**

*Governing Law:* The manner in which administrative services of the charter school are to be provided.

>--Education Code Section 47605(g)

MATES provides its own administrative services including, but not limited to, financial management, personnel, and instructional program development.

Currently, MATES contracts back office services from Ventura County Schools Business Services Authority (“VCSBSA”). VCSBSA provides complete business and benefit services to MATES, including but not limited to budget and cash flow management, financial reporting, fiscal controls, payroll, employee benefits, other human resource services, and student information systems.

D. **Facilities**

*Governing Law:* The facilities to be utilized by the charter school. The description of the facilities to be used
by the charter school shall specify where the charter school intends to locate.

--Education Code Section 47605(g)

As a conversion charter, MATES is located at 2000 La Granada Drive, Thousand Oaks, CA 91362 within District boundaries. A Proposition 39 request is made in accordance with Education Code Section 47614 and its implementing regulations.

E. **Transportation**

MATES does not provide transportation, except as required by law for students with disabilities in accordance with a student’s IEP.

F. **Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the charter school.*

--Education Code Section 47605(g)

MATES is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law.

Further, MATES and Ventura County Office of Education shall continue with an MOU, wherein MATES shall indemnify Ventura County Office of Education for the actions of MATES under this charter.

The corporate bylaws of MATES provides for indemnification of the MATES Board, officers, agents, and employees, and MATES purchases general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the Ventura County Office of Education and MATES’s insurance company for schools of similar size, location, and student population. Ventura County Office of Education shall be named an additional insured on the general liability insurance of MATES.

The MATES Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
CONCLUSION

By approving the renewal of this charter, the Ventura County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. MATES has established the highest bar for what a charter school can and should be. To this end, the MATES pledges to work cooperatively with the Ventura County Office of Education to answer any concerns over this document and to present the Ventura County Office of Education with the strongest possible proposal requesting a five year term from 2019 through 2024.